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ABSTRACT

Presented are the proceedings of two workshop/conferences given during 1974 on the strategies of 2-year colleges in responding to the career education needs of disabled students in New York State. It is noted that a total of 34 New York community colleges and 23 federal, state, and regional institutions sent representatives to at least one of the five conferences. Provided for the first conference are information on background of the conference (including planning and site selection); a summary of job placement strategies during the orientation program (including pre-admission activities, registration, and post-registration career planning workshops); a summary of strategies during the second and third semesters (including interactions among college staff, and work experiences for disabled students); and placement activities during the fourth semester. Included for the second conference are summaries of the keynote address and the following panel discussions: "Business, Industry, Government and Labor--Attitudes and Realities in the Employment of the Disabled"; "Disabled Students--Looking for Work and on the Job"; "The Community College--An Introspective Look, Where We Were, Where We Are, and Where We Should Be"; and "Affirmative Action and the Employment of the Disabled--Legislation and the Law". Summaries of group discussions are given. Appended are a list of participating colleges and the program agendas. (DB)

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IMPLEMENTATION OF STRATEGIES FOR THE HANDICAPPED II

U.S. DEPARTMENT OF HEALTH,
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in cooperation with
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FOREWORD

Over the past two decades the escalating priority for higher education has prompted college campuses to expand their facilities in order to accommodate the complex needs of a dynamic society. Education to the limits of one's ability, as a right of every individual, is a concept we have come to respect and strive for. Further, the very complex nature of our technologically oriented society dictates that every individual have the opportunity to obtain those skills and knowledges which will make him/her an independent, productive and contributing member of society. Disabled populations having special needs in this regard have been a focus of the Institute for several years. A commitment to this thrust is evidenced by the sustained support given by the New York State Education Department's Bureau of Two-Year College Programs to the Institute's statewide Conference/Workshops entitled "Responding to the Needs of the Handicapped."

A major purpose of this program has been to maximize, through a consortium-type structure and networking process, the capacity-building potential of community colleges as they attempt to meet the needs of disabled students. In the last several years, as the program expanded to more than a score of community colleges, participants realized that significant progress could be achieved through collaborative effort. By incorporating their common interests and resources, instead of utilizing piecemeal approaches, they found that problems could be solved more easily and cost-effectively. Many solutions to problems related to the disabled on one campus were found to be interchangeable among other colleges. Additionally, colleges outside the consortium availed themselves of those tested strategies that were applicable. Increasingly, college personnel were reminding themselves, "You don't have to do it all by yourself. There are others willing and able to help, if you ask them."

Organizing programs which deliver services to disabled students at community college campuses is an endeavor to which the Institute for Research and Development in Occupational Education is committed. In the second half of this decade, the Institute anticipates the development of a functioning consortium that responds fully and caringly to the occupational aspirations of disabled students. To this end the Institute encourages all agencies and individuals concerned to respond to this publication with constructive criticism, suggestions for additional undertakings, and/or commitments regarding broadened cooperative efforts.

Lee Cohen, Ph.D.
Director, Institute for Research and
Development in Occupational Education

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Finally, and importantly, we thank all of the participants who by their enthusiasm and sharing of knowledge have indicated a deep commitment to assisting disabled students.

David Katz Project Associate	Jack A. Schneps Project Director

TABLE OF CONTENTS

Page

FOREWORD. i

ACKNOWLEDGMENTS ii

TABLE OF CONTENTS. iv

BRIEF HISTORY vii

PART ONE: THE JANUARY WORKSHOP 1

BACKGROUND 1

Planning and Site-Selection 3

Participants 3

Agenda and Procedure. 5

Introduction to the Model 6

Definition of Terms 7

Structure 9

THE "COMPOSITE" MODEL 13

I. JOB PLACEMENT STRATEGIES: PRE-ADMISSION AND FIRST SEMESTER -- "THE ORIENTATION PROGRAM" 13

Pre-Admission 14
Telephone Contact. 14
Mail Contact 15
Special Registration. 15
Special Orientation 16
Pre-College Job Placement Services 16

Registration 16
Academic Placement Tests 16
Pre-Established Career Objectives for Disabled Students . . 17
Identification. 17
Pre-Testing. 18
The Orientation Tour. 18
Counseling Sessions 19
Awareness Training for the General Counseling Staff . . . 22

Post-Registration. 23
Education and Career Planning Courses 23
Career-Planning Workshops and In-Class Workshops 25

II. JOB PLACEMENT STRATEGIES: SECOND AND THIRD SEMESTERS. . . 26

Interactions Among Job Placement, Administrative, Faculty and Counseling Staffs 26
Information-sharing 27
Awareness Training 27
Direct Input and Program Initiation. 29

Page

- Work Experiences for Disabled Students . . . 30
  - Identifying Pre-College Work Experiences . . . 31
  - Relating Attitudes About College Training to Attitudes About Work . . . 32
  - Developing Work Experiences for Students . . . 32
  - Work-Study . . . 33
  - Volunteer Jobs . . . 36
  - Internships . . . 37

III. PLACEMENT ACTIVITIES DURING THE FOURTH SEMESTER . . . 41

- Placement Office Contact with Employers . . . 41
- Occupational-Related Information . . . 43
- Career-Preparation Workshops . . . 48
  - Interview Techniques . . . 48
  - Resume Writing Techniques . . . 50

PART TWO: THE MAY CONFERENCE . . . 51

- WELCOME . . . 53
- KEYNOTE ADDRESS . . . 53
- PANEL I: BUSINESS, INDUSTRY, GOVERNMENT AND LABOR: ATTITUDES AND REALITIES IN THE EMPLOYMENT OF THE DISABLED . . . 55
  - Eugene Rinberg . . . 55
  - Deborah Fuller . . . 59
  - Fred C. Board . . . 64
- PANEL II: DISABLED STUDENTS: LOOKING FOR WORK AND ON THE JOB . . . 65
  - Attitudes of Disabled Students and Their Prospective Employers During Job Interviews . . . 66
  - A Critique of the Session in the Words of the Participants . . . 67
- PANEL III: THE COMMUNITY COLLEGE -- AN INTROSPECTIVE LOOK: WHERE WE WERE. WHERE WE ARE. WHERE WE SHOULD BE . . . 70
- PANEL IV: AFFIRMATIVE ACTION AND THE EMPLOYMENT OF THE DISABLED: LEGISLATION AND THE LAW . . . 77
  - George M. Hopkins . . . 77
  - Thelma Schmones . . . 78
  - Harry Anderson . . . 82

PART THREE: CONCLUSIONS . . . 83

- The Morning Session . . . 83
- The Afternoon Session . . . 91

APPENDICES . . . 99

BRIEF HISTORY OF THE PROJECT:
"RESPONDING TO THE NEEDS OF THE HANDICAPPED: TWO-YEAR COLLEGE STRATEGIES WORKSHOP/CONFERENCE"

The project, "Responding to the Needs of the Handicapped: Two-Year College Strategies Workshop/Conference," commenced in the winter of 1973-74. At the initial planning sessions, the project Advisory Committee targeted three areas of concern where two-year colleges might effectively respond to the needs of disabled people in the communities served by the colleges: 1) Outreach -- identification and recruitment of disabled students in the community; 2) On-campus identification and support of students in the community; and, 3) Job placement of disabled students. The project Advisory Committee decided to sponsor at least two conferences each year for the purpose of developing strategies to meet those needs and to sensitize the community college administrative and counseling staffs to the responsibility of two-year colleges to provide higher education for the disabled in the community.* Invited to these conferences were teams of representatives from community college counseling and administrative staffs, specialists and experts from quasi-public organizations (such as rehabilitation centers), and officials in governmental agencies who were responsible for creating the policies that affect the disabled. Since the commencement of the project the Institute for Research and Development in Occupational Education, in cooperation with the New York State Department's Bureau of Two-Year College Programs and the Office of Occupational Education, has sponsored a total of five conferences held at the following times: May 1974; December 1974; June 1975; January 1976; and May 1976.

The Advisory Committee decided to conduct one conference during the mid-winter season and one in the spring and to utilize a different format at each. The mid-winter conference, they decided, would be conducted as a workshop and they would invite to this workshop those colleges which were actively involved in developing strategies to meet the needs of the disabled in their community. Teams of representatives from approximately twelve colleges would be able to come together as a group of people with mutual interests and concerns and attempt to develop solutions to problems they were encountering in establishing programs geared to the needs of disabled students on their campuses.

---

*Only one conference was held in FY 1974, the first year of the project, because plans were finalized too late to conduct a mid-winter workshop.

Small group discussions characterized the agendas for the mid-winter workshops. Participants who were specialists in different fields or who had prior experience in dealing with the issues under examination were able to lend their expertise to participants who were less experienced. Primarily, however, the workshops turned out to be learning experiences for everyone because participants were able to explore together the weaknesses and strengths of their respective campus programs.

Invitations to the spring conferences were extended to representatives of all community colleges throughout the State of New York, and on a selective basis to representatives of federal, state, and local governmental agencies, and to specialists from quasi-public institutions serving the disabled. The agendas for the spring conferences commenced with keynote speeches by representatives of state and federal agencies. For example, at the May 1975 conference, State Assemblyman Vincent Marchiselli delivered the keynote address. The major themes for these conferences were divided into sub-topics which groups of panelists explored before a general assembly of all conferees. Following the panel discussions, the audience was invited to ask the panelists questions and provide feedback. Also, at each of the spring conferences, participants were assigned to small groups to discuss in greater depth aspects of the major theme. Group leaders later provided the project staff with written summaries of these group sessions. These summaries are included in the yearly reports.

Each succeeding year the conference/workshop project has taken a different major theme -- either outreach, on-campus support, or job placement. However, a primary objective of the project has been to re-introduce all three themes or basic areas of concern at every conference and workshop in an effort to provide ongoing sensitization for participants. The first conference held in May 1974 focused primarily on the issue of outreach --

how to identify disabled people in the community who desired a higher education and were potential candidates for enrollment in community college training programs. Related to the issue of outreach was the question of how to make the campuses more physically accessible to these individuals. Discussions centered on long and short-range goals and strategies to implement programs of outreach and participants made suggestions about how to deal with the foreseeable obstacles they would encounter in these implementations. To a lesser extent, conferees also discussed matters relating to on-campus support and job placement (themes which were dealt with in depth at future conferences).

Also, at this conference IRDOE distributed a pre-publication draft of Barrier-Free Design: Accessibility for the Handicapped[1] which has, as of the date of this report, entered its third printing. This document consists of design specifications that will assist architects in the adaptation or erection of facilities that will make old and new buildings accessible to the disabled. The information in this booklet provided participants at the conference with a sound basis for returning to their colleges to negotiate with top level college administrators for the removal of architectural barriers on their respective campuses.

Seventy-eight people attended the first conference in May 1974. They represented twenty community colleges and eleven federal and state agencies and quasi-public institutions that serve the disabled.

A workshop and a conference were held the second year of the project (FY 1975) -- in December 1974 and June 1975, respectively.[2] Many of the participants who attended the first conference in May 1974 returned to the December workshop to report progress primarily in the areas of outreach and on-campus support. Representatives from nine colleges delivered individual reports on the establishment of new programs or the expansion of ongoing activities on their campuses to meet the needs of disabled students. Several particpants reported large increases in the recruitment of disabled students and in the identification of disabled students who were already enrolled at the schools. Several participants stated that their experiences at the first conference (May 1974) gave them the impetus to work more effectively with college administrative officials to remove architectural barriers on their campuses and to explore and utilize available community resources to provide flexible transportation for disabled students to and from the campus.

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[1] Published April, 1976 (Third Printing); available from IRDOE.

[2] See IRDOE Report No. CASE-75; available from IRDOE.

Again, at the June 1975 conference, representatives of colleges reported efforts on their campuses in outreach and in the on-campus support of disabled students. Several counselors provided in-depth accounts of their successes and failures in sensitizing faculty, administrative staff, other counselors, non-disabled students, and even disabled students to the needs and rights of disabled students who attended community colleges. These counselors stated that much of the success was directly related to the sufficient allocation of funds and adequate staffing of their programs. They expressed dismay at the apathy of many administrators, faculty members, and students on their campuses to the issues. What was apparent, however, from the comments of these counselors was that the greatest resources for keeping the issues alive were the energy and commitment of the counselors themselves. They devised and implemented a variety of strategies to foster the integration of the disabled student into the college community: group discussions that included both able-bodied and disabled students, informal social gatherings for those faculty members who taught disabled students (a technique to sensitize these instructors to the needs of their students), recreational programs, and integrated social gatherings of able-bodied and disabled students. College administrators who were present at the conference, as well as other participants, offered solutions to the very real problems that these counselors had articulated.

Summary. Representatives from twenty New York State community colleges attended the inaugural May 1974 conference. The fact that fourteen additional community colleges have participated in at least one of the subsequent four workshop conferences indicates that the project, "Responding to the Needs of the Handicapped," has had statewide impact and performed an important function in an area where there was obviously great need for affirmative action. In all, a total of thirty-four New York State community colleges and twenty-three federal, state, and regional institutions have sent representatives to at least one of the five conferences jointly sponsored thus far by IRDOE and the New York State Education Department's Bureau of Two-Year College Programs and the Office of Occupational Education. (See Appendix A , page 99 for a complete list of two-year colleges which participated in the workshop/conference.)

As stated in the next section of this report, "Background to the January Conference," many of the participants have attended two or more workshops/conferences. Their continued involvement demonstrates their support of the objectives of the conferences and hopefully attests to the effectiveness of the conferences. A statement from the first project report (FY 1974) accurately reflects the philosophy of the project staff, the Advisory Committee, and conference participants:

> If the community colleges are to reflect their missions as colleges that serve the community, it is apparent that they should respond in the areas of program, resources, and support services related to the needs of the handicapped student within the community.*

During the three-year history of this project, community colleges have indeed experienced a tremendous amount of progress in the quality of their responses in these areas.

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*See IRDOE Report No. 74-2, p. 1.

PART ONE

THE JANUARY WORKSHOP

"IMPLEMENTATION OF STRATEGIES: JOB PLACEMENT"

Granit Hotel, Kerhonkson, New York
January 11-13, 1976

BACKGROUND

A major factor in the planning and implementation of the January workshop was the expertise the Institute for Research and Development in Occupational Education (IRDOE) has gained in the development of occupational advisement techniques. Since its establishment, IRDOE has conducted a number of programs related to career planning and job placement activities for community college students. It was a natural progression, then, for IRDOE to create for the present project a forum in which many of the methodologies and techniques developed in these other programs could be applied to the job placement needs of disabled students.

The strategy for the January workshop was to bring advocates and coordinating counselors for the disabled together wtih job placement directors to explore techniques for facilitating the disabled student's transition from community college into the work world. Job placement people could provide counselors with a realistic appraisal of what all students -- disabled or non-disabled -- were up against in the current job market, and counselors could in turn articulate the special career planning and job placement services they believed disabled students needed.

Three recent and current projects in particular provided the methodological background for the FY 1976 workshop/conferences, "Responding to the Needs of the Handicapped: Implementation of Strategies -- Job Placement."

1. "The Occupational Advisement Continuum Project" -- IRDOE, in cooperation with the New York State Education Department's Bureau of Two-Year College Programs and the Office of Occupational Education, sponsored workshops in the summers of 1972 and 1973 to train counselors in five CUNY community colleges in skills geared to the career planning needs of community

college students. The following quote from the Final Report best stated the philosophy of this project:

> A number of reports have expressed concerns about counselors with regard to limitations in their training, experiences outside of the college world, and their approach to career advisement. Examination of the curricula of graduate school counselor programs show little training in occupational or career methodology. Although there are few decisions an individual makes that match the importance of choosing a career, programs in most schools generally train the counselor to deal with the affective or emotional concerns of students rather than to respond to the occupational advisement needs of students.... At the community college, where occupational-type decisions have primary and immediate importance [that is, the student has only two years between enrollment and graduation], career counseling priorities must have a stronger reality base.
>
> . . . .
>
> This project suggests that a reduction in the intensity of the identity crisis in the area of occupational decision-making would have a demonstrable effect on students who manifest this behavior by "dropping out." In addition, the intention of the project is to attempt to effect change in a system which often locks students into programs for which they sooner or later find they have little interest or ability.*

2. "College and Industry: Partners in the Handicapped Employment Role" (CIPHER) -- This project ran concurrently with and was an outgrowth of the present project, "Responding to the Needs of the Handicapped." Its primary objective was to create an awareness of and a responsiveness to the capabilities of the handicapped community college graduate on the part of potential employers in three selected fields of business and industry (banking and insurance; health care; and the technologies) and on the part of community college placement directors and counselors. Six workshops were conducted throughout the 1975-76 school year. Many of the college personnel who attended the CIPHER workshops were also among the most active participants in the present project.

---

*Jack Schneps, "Occupational Advisement Continuum Project", Final Report 74-4 (Institute for Research and Development in Occupational Education, Center for Advanced Study in Education, City University of New York, September 1974), pp.3-4.

3. "Computer-Assisted Guidance" -- One of the objectives of this current IRDOE project was to study the feasibility of the computer as an aid in high school and college guidance programs. Occupational information constituted one of the three files in the computer's data bank, which students could utilize on a scheduled basis.

Planning and Site-Selection

The project Advisory Committee met in November 1975 to plan the January 1976 workshop entitled, "Implementation of Strategies: Job Placement." In organizing the agenda, the nine members of this committee decided to stress skill and knowledge development at this year's meetings rather than appraisals of participants' attitudes which was an essential feature of the workshop/conference program for FY 1975. (See Agenda, Appendix B, page 100.) The expertise of the two job placement directors on the committee, as well as the combined input of the IRDOE staff members, added elements both of preciseness and of advocacy to this year's theme.

As with the previous two winter conferences, the project staff invited only those community colleges (approximately 12) which had most actively responded in terms of program implementation in the past to the needs of disabled students on their respective campuses. Each college was permitted to send a maximum of four team members.

The Granit Hotel was again chosen as the site for the January meeting because of its "barrier-free" accessibility to participants who were disabled, because of the moderate per diem rates for room, board, and conference facilities, and because of its convenient upstate location. The workshop was scheduled for January 11-13, 1976.

Participants

Nine community colleges from throughout New York State were represented at the workshop. A total of thirty-one participants attended, thirteen of whom had also been present at the first midwinter workshop in December 1974. Two colleges sent four participants each. Those colleges which sent only one or two representatives indicated that they could not spare the services of additional personnel at that time due to prior commitments. Because there were extremely hazardous traffic conditions following a severe snowstorm on the day the conference convened, the total attendance was less than expected.

Of those who attended, eight people had job titles which indicated they were directly responsible for coordinating services for the disabled on their campuses (e.g., "Advocate Counselor for the Disabled," "Counselor for the Visually Disabled," etc.). Five conferees were Deans or administrative officials associated with student personnel offices, and there were six directors of placement present. Other conferees included a head nurse from a campus health center, two students with physical disabilities, a media librarian, an English instructor, and IRCOE staff and Advisory Committee members.

Of the eighteen new participants, several indicated they had joined the staff at the college they were representing only during the 1975-76 term. Others stated they had held other positions (such as instructor, general counselor, etc.) before moving into their present positions -- that is, jobs which consisted of tasks relating to support services for disabled students or to job placement.

The thirteen participants who had attended previous meetings had in many cases established close working relationships with each other. Because of their mutual support, they had developed confidence in their abilities to initiate and implement programs for the disabled on their respective campuses. As a result, they played an important part in familiarizing new participants with the objectives of the project and to the overall issues concerning the needs of the disabled.

* * *

The following colleges, governmental agencies, and organizations were represented at the January 1976 workshop:

State University of New York
Agricultural and Technical College, Canton
Dutchess County Community College
Staten Island Community College
LaGuardia Community College
Niagara Community College
Hostos Community College
New York Community College
Queensborough Community College
Kingsborough Community College

Bronx Veterans Administration Hospital
Institute for Research and Development in Occupational Education (CUNY)
New York State Department of Labor
CUNY Committee for the Disabled

Agenda and Procedure

The workshop convened on Sunday evening, January 11, with Jack Schneps, IRDOE Project Director, briefly reviewing the history of the project and conducting a general forum on "changing postures toward students with disabilities with regard to attitudes, behaviors, policies, physical modifications of the campuses, student input, and community action." Participants then viewed the film "To Live On" a documentary sponsored by The Joseph Bulova School of Watchmaking. In an interview in the periodical Business Screen (May/June 1974), a member of the school's board of trustees stated the film's objectives as follows:

> 1. To show physically handicapped men and women the possibilities for living a full life even though confined to a wheelchair. To also show, from a recruiting point of view, that the school (Bulova School of Watchmaking) might be the answer to their needs.
>
> 2. To show the school itself, and what it does for both rehabilitation counselors and rehabilitation centers around the world.
>
> 3. To encourage other corporations to invest in helping the physically handicapped.

On Monday morning the 31 participants were divided into two groups -- A and B -- to consider the following question: "How should the placement office relate to the goals, directions and intentions of the incoming

---

*The film "To Live On" is available on a loan basis from The Joseph Bulova School of Watchmaking for a charge of $15.00. Address request to: Joseph Bulova School of Watchmaking, 40-24 62nd Street, Woodside, New York 11377. Telephone: (212) 424-2929.

disabled student?" Monday afternoon, group leaders summarized before the entire conference the discussions of their respective groups. Afterwards, participants were reorganized into two new groups to discuss a second theme: "The role of the placement office in the on-campus support of students during their second and third semesters." On Monday evening, participants viewed the film, "Taking a Chance." At this point, there was a departure from the agenda. Because of a lengthy discussion following the film, consideration of the third theme, "Job Placement Activities During the Final Semester," was delayed until Tuesday morning.

Introduction to the Model

In order to more effectively present the information participants exchanged at the January workshop, this section of the report does not follow the traditional format for conference proceedings. Instead, the project staff has utilized the information presented at the workshop to construct a model for an occupational advisement continuum that responds to the job placement needs of disabled students in community colleges.* The model, in effect, organizes and categorizes the experiences and attitudes which participants expressed in dialogue at the January workshop. The information has been organized chronologically in phases from pre-admission through job placement, so that types of information may be more efficiently examined. The model is intended to point out weaknesses as well as strengths in job placement programs currently conducted for the disabled at community colleges. Participants frequently indicated in their discussions at the January workshop that successful job placement was often a consequence of the many interacting variables that affected the development of a student's attitudes, knowledges, and skills during the student's college career. The project staff hopes that this structure will provide useful insight into this complex subject.

---

*Part Two of this report contains the proceedings of the May conference. Because the May conference was organized around individual speeches by panel members, followed by question and answer sessions, a more traditional format is used.

Definition of Terms

In the community college, personal and academic (general) counseling is one of several student-oriented services that fall within an administrative division usually headed by a "Dean of Students" or a "Director of Student Personnel Services."* Under the leadership of this division, there are other counseling services which are performed by the staffs in the offices of Admissions, Health Care, Financial Aid, Housing and Job Placement. Traditionally, staff members in each of these offices perform specific tasks, and oftentimes in the past there has been little interaction between the members of the different staffs or an integration of their resources to provide a combined service. The model suggested by participants at the January workshop and presented in this report, however, proposes that staff members in these different offices work together as a team, pooling their expertise and integrating their resources and efforts to respond more effectively to the needs of students -- in this case, disabled students.

In addition, as members of a team, counselors would serve as advocates of the students. An advocacy or proactive counseling function means that in order to facilitate the community college student's adjustment to new experiences and assist with the decision-making processes all students go through, the counselor attempts to change the environment or alter the system (e.g., administrative procedures or curriculum) rather than ask the student to adapt.

Events during the student's community college career occur along what many counselors refer to as a continuum. A continuum is a series of phases through which the student passes from pre-admission to job placement. In the proposed model, team members who are counseling on a continuum would offer a variety of interrelating services geared to meet the specific needs of students as these needs arise during the phases from pre-admission to job placement. During a specific phase, a counselor-team member might need to emphasize a specific service. For example, prior to registration at the beginning of school, incoming students might be conducted on a tour of the campus to orient them to the physical location of various buildings, offices, and services. This is one example of a response a counselor might offer to ease the incoming student's initial feelings of disorientation during the first few days of school.

---

*For more information, see the New York State Two-Year College Student Personnel Services Directory, 1975-1976, The Two-Year College Development Center, State University of New York at Albany.

This report also presents the specific kinds of interactions among the job placement counselor and members of other counseling staffs that would result in the provision of services that respond to the occupational counseling needs of students as these needs manifest themselves at different points along the continuum. The objective of the job placement director and/or staff members in integrating occupational counseling with other counseling activities is ultimately to promote successful job placement at graduation. Participants at the January workshop saw the function of the job placement director and/or staff members extending beyond the traditional activities s/he performs in linking students to employers just prior to and at graduation time. The job placement director would provide some occupational advisement services to students prior to their entrance to the community college (as in the case of some disabled students) and all through their first, second, and third semesters. In addition, through the placement director's interaction with the general counseling staff -- that is, by serving in a resource and advisory capacity -- other counselors would also become involved in aspects of the occupational counseling process.

Participants at the January conference articulated activities for each phase along the continuum for which the job placement director could provide occupational counseling services directly to students or in an advisory or resource capacity to other counselors, to college administrators and faculty members, and of course, to employers in business and industry. In the community college, the occupational counseling services and activities fall within three general time periods along the continuum: 1) preadmission and first semester; 2) second and third semester; 3) fourth semester. In each period, there are a number of "phases" or "events" which the student encounters or the counselor responds to. How the job placement director and staff interacts with other counselors to perform an occupational counseling service at each of these points is the crux of this report and the result of the input of participants at the January 1976 workshop.

Structure

Three sources influenced the concept for the structure of this model. First, the model is an explicit statement of the structure implicit in the agenda which was drawn up by the project staff and the advisory committee, for the January workshop. (See Agenda, Appendix B, p. 100.) This agenda featured discussion sessions which focused on the input of the job placement director and/or staff in counseling activities and services for disabled students during three successive periods of time within a two-year college training program: 1) pre-admission and first semester; 2) second and third semesters; and 3) fourth semester. The agenda directed participants to discuss specific topics that related to the occupational advisement needs of students during each of these three periods. For instance, participants were asked to provide examples of occupational counseling techniques they utilized during the first semester. These techniques included, among others, telephone and mail contacts with disabled students, pre-testing students for placement in the curriculum, orientation tours for new entrants, inventory of the pre-college job experiences of students, and semester-long career education courses.

A second source which influenced the structural concept for this model was a previous IRDOE report, "The Occupational Advisement Continuum Project,"* which outlined in detail a program to train community college counselors in the techniques of occupational advisement. This project had as its objectives that participating counselors would return to their campuses:(1) to utilize occupational counseling techniques to a greater extent in their own counseling work, (2) to sensitize the college administrative staff, faculty members, and other counselors to the importance of early occupational advisement for students, and (3) to serve more effectively as the advocates of their student-clients. During the course of the activities which constituted this workshop, the counselor-trainees pinpointed phases along the continuum where they could effectively provide students with services related to early career preparation.

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*Jack Schneps, "Occupational Advisement Continuum Project," Final Report 74-4 (IRDOE).

The third source for this structure was the participants themselves. At the January conference, they repeatedly used the terms "model" approach, "ideal," and "idealistic" in describing actual experiences or in offering possible solutions to problems other participants had encountered.

- Because the curricular emphases and administrative structures vary greatly from college to college, participants stressed the point that there neither could be nor should be a "cookbook" approach for the training of students or the placement of students in jobs. The organization of the concepts, activities, and programs presented in this section of the report should not suggest there is only one way to perform any category of tasks. Even when only one service or activity is listed as an example of a particular phase, it is intended to be an option or a possibility and not a definitive procedure.
- A primary purpose of this model is to serve as an informational source to people who are attempting to organize new job placement programs or to expand old ones on their campuses. At many steps along the continuum, the reader might have arguments against some of the ideas presented here. For some phases, "arguments against" are already incorporated in the text, primarily to demonstrate that although the proposed idea may have worked on one campus, there are nevertheless qualifications in its design and implementation that would prevent its success at other colleges.
- All the activities and services which serve as examples for or descriptions at each level of response, whether real or hypothetical, were articulated by the participants at this conference.
- The reader must take into consideration the "advocacy" position which this report assumes -- that is, the positive intervention of the job placement counselor at certain points along the continuum might very well prevent problems that would ordinarily result from career choices by students that are unrealistic, carelessly planned, or ill-advised.
- This is a composite model -- that is, the experiences, activities,

and concepts that make up the model were contributions from participants at different community colleges. While there was no one school whose job placement staff encompassed all the concepts presented in this report, most participants did report their colleges were conducting early occupational advisement activities at least on some levels. Several participants expressed surprise at the diversity of the job placement activities at some colleges and stated "embarrassment" at their own lack of knowledge that such programs even existed. These participants were reminded by the people who had attended previous workshop/conferences sponsored by IRDOE that a major objective of the project was in fact to familiarize new participants with what was happening at other campuses.

- The information in this model is presented without reference to specific schools where the activities were conducted or to the names of the participants who provided the examples for each phase.

- As in any discussion, participants oftentimes digressed and at points during the session the conversations became somewhat diffuse. Speeches have been edited so that ideas are to the point, but every effort has been made to place these ideas within the appropriate context. When the description of activities were incomplete in the transcripts, the project staff attempted to contact participants for further information (when it was possible to identify the speakers from the tape recordings of the sessions). In some instances, this procedure proved impossible and such examples were either entered in their partial form or omitted entirely.

- What may seem to be an overbalance of information for certain phases within the continuum was a reflection of the participants' emphasis on those areas and was not a matter of editorial judgment. It is the project staff's hope that where there is insufficient information for any activity or for any phase of the job placement staff's participation in counseling activities, participants will be able to fill in and amplify this information at future workshops.

- The somewhat linear or step-by-step organization of the phases in the model should not lead the reader to assume that "this is the way it should happen -- in this exact order". For example, one phase might not necessarily follow another phase. For the purposes of this report, the project staff arbitrarily might have combined two phases into one, or separated into two phases what more appropriately should be regarded as one. In addition, just as certain programs or activities might not either be appropriate to the administrative and curricular structures of different community colleges, certain phases might have no relevance to the work of job placement offices on some campuses.

- One must always take into consideration the needs of students the counselors are serving. While some students may require a counseling program which involves a great deal of advisement -- that is, attention in a number of phases -- other students may not need those services.

THE "COMPOSITE" MODEL

I. JOB PLACEMENT STRATEGIES: PRE-ADMISSION AND FIRST SEMESTER -- "THE ORIENTATION PROGRAM"

This section of the model describes the role of the job placement director or occupational counselor during phases of the continuum which occur prior to entrance, during registration, and throughout the first semester of a student's community college career. It is a composite of orientation activities which have been conducted on several community college campuses throughout the state. The specific focus in each phase is on the responsibility of the job placement person to respond early -- or to influence other counselors to respond early -- to the career planning needs of the disabled student.

At the January conference, participants used the term "orientation" to describe both a program and a process. Frequently they used it to describe those activities which the Office of Student Personnel conducts during the first few days at the beginning of the school year. During this period, new entrants take organized tours of campus facilities, meet with counselors they are assigned to and register for classes.

But participants also used the term "orientation" to describe the process incoming students go through the first semester in adjusting to the academic and interpersonal demands of the college and in making decisions which have both immediate and long-range consequences. Several representatives reported that their schools attempt to assist students in this adjustment process by providing a comprehensive program which includes either optional or mandated semester-long orientation activities and services. Conducted usually under the leadership of the Dean/Director of Student Affairs/Personnel, these services and activities may include on-going individual or group counseling sessions and career-and-academic planning workshops and courses.

In this model, the term "Orientation Program" will be used to describe all occupational-related activities and services which counselors may offer disabled students as they progress from pre-admission through registration and to the end of the first semester.

Pre-Admission

Telephone Contacts - Mail Contacts -
Special Registration - Special Orientation
Pre-College Job Placement Services

Telephone Contact. A participant reported that on his campus, the Associate Dean of Students, the Coordinator for the Handicapped, and three other counselors serve on a committee which coordinates all services for disabled students. A major function of this Committee for the Disabled Student Population is to contact by telephone each prospective disabled student as soon as s/he is informed by the college of his/her acceptance. (Students are notified of their acceptance to this college as early as April 15th, five months before Fall registration.)

The Office of Admissions identifies disabled students through the college application process and sends a list of their names to the Coordinator for the Disabled as soon as the Office of Vocational Rehabilitation submits an official application for the allocation of financial support. Thus, the Committee becomes the initial contact between the college and the disabled student. Over the telephone, counselors attempt to get an idea of the students' educational and career interests and help them formulate objectives. They also try to discern what special arrangements, in terms of equipment, personal assistance, transportation, or campus accessibility the students might need.

Committee members help students decide whether they will be able to carry a full load of courses during the first semester. The time factor is important here. It may take longer for some disabled students to prepare for school, and because of irregular or infrequent transportation, longer to travel to and from the campus. In addition, some individuals might find it physically tiring to remain too long a period of time on campus.

This Committee believes that the disabled student should be integrated into every aspect of campus life. They discourage special or separate orientations for disabled students, although they will use this procedure when required. As a result, disabled students are assigned to regular counselors, not to counselors designated to work specifically with the disabled. On the basis of these initial contacts, the Committee for the Disabled Student Population is able to provide general counselors with the medical histories, special needs, and individual academic and career interests of incoming students.

Mail Contact. The Advocate Counselor for the Disabled at one college reported that after he receives a list of prospective disabled students from the Admissions Office, he sends them letters which urge them to visit his office prior to registration. When the students come for the interview, the counselor describes all the facilities that are available and accessible and explains what the orientation program will be like during the first week of school.

With this initial interview, the counselor begins to take on the role of advocate. For example, if the student is unable to carry the minimum twelve contact hours the school requires, the counselor makes the necessary arrangements with the adminstrative staff to reduce the student's course load.

Special Registration. One counselor described the procedure at his college for registering disabled students:

> Our principle is that a person does as much for himself as he possibly can. Beyond that, of course, we step in and provide a special early registration. We happen to be located on a temporary makeshift campus. The second floor in our building is not accessible. One of the things we do is ask the office that makes up room schedules to locate as many different sections as possible on the ground level so that certain courses just because of their location will not lock out students with certain disabilities.

Special Orientation. Counselors at several colleges reported that they provide a special orientation for disabled students prior to the orientation for all incoming students at the beginning of the school year. One counselor stated, however, that the staff at her school provides this service only for those disabled students who need special arrangements in terms of modified course loads and special equipment in class and around the campus. The counselor emphasized that this "orientation" is geared to meet special needs only. Then, if at all possible, disabled students are encouraged to participate in the general orientation program with all new entrants.

Pre-College Job Placement Services. One placement director stated that materials relating to job placement and career planning were available in his office for prospective students wishing to visit the campus on their own prior to the start of their first semester. He added, however, that "given the caseload of current students, it's often impossible in terms of time to provide in-depth counseling at this point to students who aren't even registered yet."

Registration

Academic Placement Tests - Pre-Established Career Objectives for Disabled Students - Identification - Pre-Testing - Orientation Tour - Counseling Sessions - Awareness Training for the General Counseling Staff

Academic Placement Tests. One participant stated that students frequently need counseling immediately after they receive their academic placement test scores. If their expected participation in training programs is altered by poor performances on these tests, the counselor can handle the situation in an affirmative way by directing students into remedial work which will better prepare them to accomplish their original objectives -- even with some delay. This participant suggested also that counselors might at this time advise their counselees to participate in mini-courses or workshops in academic and career planning, if available.

Pre-Established Career Objectives for Disabled Students. In advising disabled students on curriculum choices, the counselor must be aware of other factors related to career planning over which s/he may have no immediate influence. Students who are sponsored by the Office of Vocational Rehabilitation or the New York State Commission for the Visually Handicapped are required to establish career objectives before these agencies will allocate funds for their attendance at colleges.

Participants expressed both an advantage and a disadvantage to this policy. The advantage, they felt, was that the career counseling services provided by these agencies would definitely benefit the student who was motivated and who was "ready" to make such decisions. However, many students are not sufficiently prepared or experienced prior to college to make firm commitments about a two-year training program, much less a career. They need additional counseling services and activities which would give them a broader knowledge of career opportunities. Participants agreed that career plans developed with the Office of Vocational Rehabilitation and the New York State Commission of the Visually Handicapped should be flexible enough to allow students to change training programs during registration, and if necessary, even mid-term.

Identification. One participant suggested a method his college uses to identify disabled students who have not previously been identified by the Office of Vocational Rehabilitation, by general application procedures, or by the students themselves. All students at this college are required to provide records that include both the results of a complete current physical examination and their medical histories. These records are kept confidential unless the campus physician thinks the counselor can best serve a student by having access to information concerning the student's physical condition. In one case, the health facility on one campus was able to inform counselors of several students with epilepsy who had not indicated it in their applications. As a result, counselors were able to advise instructors what to do in the event that a student had an epileptic seizure.

One job placement director questioned the necessity for identifying all disabled students:

> The identification of all students who have disabilities is not essential, only of students with disabilities which affect the person's ability to function in certain areas of life -- such as working and attaining an education. I talked with a deaf boy three times. I looked at his resume, and it said, "health excellent, no problems." I didn't know he was deaf. Is that, then, a physical disability?

Most participants agreed that this condition constituted a physical disability, at least by legal definition.

Pre-Testing. One participant recommended that counselors might administer the General Aptitude Test Battery (GATB) or a similar test to all students during the registration period. Several people reported their colleges use this two and one-half hour test, and someone noted that the New York State Employment Service will also administer it. This participant felt that some clusters of items in the test might not be completely adaptable for students with certain disabilities; however, it could reveal a sufficient number of areas for potential job training. Another participant reported that his college administers the Otis-Lennon Mental Ability Test (revision of Otis Quick-Scoring Mental Ability Test). He stated that the norms on this test were established for a high school population whereas the GATB norms were more suitable for an adult population. Other tests participants recommended were the Kuder General and/or Occupational Interest Survey, and the Strong Vocational Interest Blank (for Men, for Women).

The Orientation Tour. During the first few days of the school year, many colleges conduct organized or informal tours to acquaint new entrants with college facilities and personnel. Conferees suggested that on this orientation tour students be directed to the placement office. They noted that this office is usually located on the same floor or in the same building as other counseling services and near the Office of the Dean/Director of Student Personnel/Affairs. At this time, the tour guide would explain some of the functions of the placement office, introduce the placement director who would discuss briefly the importance of early career planning, describe the various services he performs, and inform students how to best utilize the resources of the office. The director might also recommend career planning reference materials such as The Dictionary of Occupational Titles (D.O.T.),[1] the Occupational Outlook Handbook[2] and the Occupational Quarterly.[3] S/he would note where these materials were located (either in the job placement office or in the main college library), when they were available, and whether there were staff (e.g., student assistants) present during certain hours to assist students in using and interpreting the materials.

Counseling Sessions. During their first semester, most students go through an adjustment process in which they must orient themselves to a new physical environment, learn to cope with an increased academic load, sharpen their study skills, and enter new levels and/or fields of training. Added to this responsibility for academic adjustment, the student faces new interpersonal situations. Within the college community, students must learn how to get along with people with diverse personalities, backgrounds and interests, and at the same time, learn how to compete and survive.

Participants agreed that since academic performance is often affected by attitude and vice versa, counselors could most effectively diminish the adjustment difficulties of students during pre- and post-registration by integrating (or at least perceiving the interaction between) two frequently exclusive counseling roles:

1) academic and occupational counseling, which involves both program selection and career choice;

2) personal counseling, which involves ego-building, reducing anxieties, and assisting with financial, housing, health-related needs, etc.

During the registration period, new students confer with counselors who have been assigned to help them select their academic programs. Counselors provide information about training programs and answer specific questions and offer advice about courses which are required or elective. This function may be performed either by faculty advisors or by general counselors (it varies from college to college). Conferees believed that this initial counseling process constituted a crucial phase on the continuum -- a phase during which the job placement director or the occupational counselor should play an integral part.

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[1] U.S. Department of Labor, Bureau of Employment Security. Dictionary of Occupational Titles, Volumes I and II (Third Edition). Washington, D.C.: U.S. Government Printing Office, 1965.

[2] U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook, 1974-75 Edition, Bulletin 1785. Washington, D.C.: U.S. Government Printing Office, 1974.

[3] U.S. Department of Labor Statistics. Occupational Outlook Quarterly, Washington, D.C.: U.S. Government Printing Office.

Often the way the job placement staff perceives its job, or college administrators perceive it, determines whether the staff is an integral part of the counseling continuum or simply agents who perform isolated and specialized tasks usually just prior to graduation. Participants felt that the extent to which the placement staff could participate as team members early in the counseling continuum depended on whether they had sensitized other counselors (and administrative staff) to the importance of early career planning. An adequately staffed placement office might be able to handle some occupational-related cases directly. However, since most schools have only one or two people in the job placement office, the director must in effect "train" other counselors how to use his office as a resource for occupational materials and draw upon his expertise as a link between the college and the job market. Certainly, counselors should be exposed to enough occupational-related information to be able to guide students to those courses that develop skills which are realistically geared to jobs available in the market.

Participants stated that introducing occupational-related counseling during registration does not mean students should be pressured to make commitments -- which they perceive as inflexible -- to training programs and careers. One person explained:

> It is important to remember that the student is just getting over the first big hurdle of making the transition from high school to college. He may not be ready to think in terms of what happens after college. Yet the counselor must make the student aware that he will be spending only two years* in the community college program. If the student is not ready

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*There are two exceptions to this statement: 1) The community college may offer training programs which require less than two years to complete; and 2) some disabled students, by taking fewer than the usual minimum contact hours each semester, might require a longer period to complete what is known as a "two-year" degree.

> or able to make an academic or career-related decision, the counselor must devise strategies to prepare him to make them. A counselor with occupational-related skills could provide the student with as much information as possible about career opportunities and would be able to show how certain training programs link to certain jobs. The counselor must advise the uncommitted student to enroll in workshops or mini-courses in career and/or academic planning, if available, suggest peer counseling as another technique, or direct students to the Placement Office to explore occupational-related materials.

One participant stated that the college program must be flexible enough to allow for changes in the decision-making processes. He felt this flexibility was particularly important for students who were not performing successfully in a program or for students who simply made inappropriate choices. As one counselor explained, "This failure can create a positive learning experience if we can help the student analyze that experience and profit from it so that s/he doesn't repeat it."

Besides the usual academic and environmental adjustments all new students must make during the first semester, disabled students must learn to deal with a number of situations which arise out of their need for special services. However, participants emphasized that difficulties sometimes arise when the disabled student, the counselor, or the instructor confuse the "need for special services" with "special treatment."

According to the type of disability, they must develop special skills such as how to effectively use the services of tutors, readers, interpreters (for the deaf), and general aides (e.g., wheelchair pushers). Disabled students who have been homebound or who previously have attended special schools must learn how to sensitize people around them to their needs and how to minimize their disabilities and accentuate their capabilities. They must learn, though perhaps not without some struggle, how to deal with instructors, administrative staff, and peers so their work can be evaluated on the same basis as the work of non-disabled students.

Participants noted that in addition to the usual anxieties new students have, some disabled students have special problems which may require more in-depth counseling. One participant summarized the supportive role the counselor plays at this time:

> Before the student can begin to think in terms of an end point -- what career to choose, graduation, getting a job -- the counselor must first lead the student to believe certain things about himself/herself. These include things like: "I am a person"; "I have needs"; "My disability does not permit me to do some things, but there are other tasks I can perform as well or better than 'normal' people." Part of the student's learning experience will concern his confrontation with failure and bounding back. This is part of the counseling process.

Participants agreed that the counselor should concentrate his efforts in these sessions on helping the student develop "survival skills" -- that is, "skills of self-sufficiency and self-reliance."

Awareness Training for the General Counseling Staff. One Coordinator for the Disabled stated that at his college, counselors generally meet prior to the Special Registration for disabled students to discuss problems that might come up and consider possible solutions. (The Placement Director is also present at this session.) He recalled that at one of these meetings, a counselor asked, "What should I do if a blind student wants to take a course in art?" The Coordinator believed this kind of question indicated that the counselors themselves needed to become more aware of the individual interests, capabilities, and needs of disabled students. As a result, he scheduled additional seminars in which counselors discussed various aspects of their counseling relationships with disabled students.

Participants felt that awareness training for the counseling staff was crucial, especially at colleges where disabled students are "mainstreamed" -- that is, where they are distributed, without regard to their being disabled, among the general counseling staff and are not assigned to a special counselor. In fact, as long as this awareness training was effective and on-going, most participants seemed to favor the strategy of using the same counseling personnel and procedures for both disabled and non-disabled students. One participant stated that his counseling staff was in the process of evaluating whether the majority of disabled students even needed special orientation or registration services.

Participants felt that counselors must be careful not to slot disabled students into "stereotyped" occupations or discourage them from pursuing a course of study leading to a field where other disabled people may not have worked before. Yet, counselors must also be aware of the physical requirements for certain jobs. With these awarenesses, counselors could in fact expand, rather than limit, the disabled student's options. A counselor with occupational-related skills would be aware that a single training program could lead to a cluster of occupations. One participant described how the counselor must be able to conduct a "reality orientation" for the student:

> We use it for the population at large, but especially with the disabled student. I'd like to call it the "white coat syndrome." You take the handicapped student who wants to be a physician, a nurse or what have you. You have to be the diplomat because you just can't talk around the liberal arts, talk around science. I find that incoming students are somewhat diffuse in their thinking, not quite mature, not quite clear as to where they're going. The whole college-job thing is tinged with so much fantasy. In so many words they're saying, "This is what I want to do despite my abilities or disabilities." At this point we administer an occupational interest inventory to the student which in one quick swoop will give the student a profile -- a broad spectrum, an increased repertoire of all the things he or she might be able to fit into with a health careers background. For example, medical lab technology is just one career in a broad array which may utilize training in health. If a student initiates a curriculum change, or a counselor sensitized to the student's capabilities recommends other options, it is quite different from a change initiated by an Admissions person who says, "Hey, this will never work out for you. I suggest you move to something else."

Post-Registration

Education and Career-Planning Courses - Career-Planning Workshops and In-Class Visits

Education and Career Planning Courses. One participant stated his college mandates a sixteen-week, one-hour-a-week orientation "mini-course" for all freshman. Since the introduction of this course into the curriculum, the small counseling and job placement staffs have been able to better serve the large number of new students who enter the college. The course provides students with an opportunity to examine in a group setting personal attitudes and assess educational and career planning interests.

In the initial sessions, the instructor helps students define their feelings about where they are at that particular point in the program -- e.g., "How do I feel about being placed in a remedial English program?" Students can review essential college services and start planning academic work for the succeeding semesters. About the eighth week, the instructor helps students analyze their purposes for being in college: Are they there due to parental pressures? Are they there because they have nothing else to do? What are their real motivations?

In the next phase of the course, the instructor leads students to think toward end points -- e.g., graduation and finding a job. S/he administers occupational interest inventories and explains how to use career-planning materials in the Job Placement Office, the libraries, and counseling offices.

At the end of the sixteen-week mini-course, each student must produce a statement of his or her plans for the future and it may be as general as, "This is my academic plan for next semester: ...." or "These are a couple of occupational areas which interest me and which I would like to explore further with my counselor: ...."

This representative mentioned two other occupational-related courses offered at the college. One is a two-credit course required for all majors in the Department of Civil and Public Administration. It is entitled "Career Planning in Public Administration," and it is taught by the college's Director of Career Planning. The second course, entitled "Career Planning," is mandated for all majors in the Business Administration Department. It offers two credits, and students in other departments may take it as an elective. The instructor for this course is also the Director of Cooperative Education for the college.

It is important to note here the direct participation of occupational-oriented personnel as instructors in departmental programs at this college. This type of interaction among the general counseling staff, occupational-related and job placement personnel, and faculty is an important aspect of the counseling continuum.

Several college representatives reported similar education and career planning courses or workshops. However, in most cases, they stated, these courses were offered as electives without credit, and therefore, failed to attract large numbers of students -- particularly, not those students who would benefit most from participation.

Career-Planning Workshops and In-Class Visits. Most participants reported that there were no mandated or elective curriculum-instituted career planning courses at their colleges. As a result, they devised other strategies to provide new students with some form of career and academic planning services. Several counselors and job placement directors reported they had worked out an informal system with the academic staff in which they would periodically (e.g., every two weeks, once a month, etc.) take over a regularly scheduled class (e.g., in History, English, Spanish) and conduct it more or less as a workshop.

Under this arrangement, the counselor or job placement person would lead students in a survey of educational and career opportunities and inform them of the kinds of occupational-related services and resources that are available not only on campus but out in the community. At times, these participants reported, they invited business and industry people to answer questions students had about different occupations.

One counselor reported that he assigns homework whenever he makes an in-class visit. For example, he may direct students to locate information about specific jobs in occupational-related reference materials in the Job Placement Office or library and have them report their findings on his next visit.

One job placement person said that under this system of visiting classes, "I spoke to more English classes last semester than any instructor in the English Department."

II. JOB PLACEMENT STRATEGIES: SECOND AND THIRD SEMESTERS

Participants stated that during the second and third semesters of a two-year college program, the job placement staff could perform three essential services to enhance the academic training and career preparation of disabled students. First, they could participate on committees and in activities with faculty and administrative staff to ensure that the training would be geared to the reality of the marketplace as well as to the specific skill development needs of the individual. Secondly, participants stated the job placement staff should help develop on- and off-campus work experiences for students and explained why these experiences were necessary: 1) jobs help augment the students' skill development, particularly if they are program-related; 2) most employers hire first those people who have had previous job experiences and who indicate that "they know how to function in the work world"; and, 3) jobs often produce income for the student. As a third service, the job placement staff could use counseling techniques and conduct field-related activities that would help students approach their current training experiences with a realistic view of the work world.

Interactions Among Job Placement, Administrative, Faculty and Counseling Staffs

Information-sharing - Awareness Training - Direct Input and Program Initiation

The relationships among the job placement, counseling, faculty, and administrative staffs have many subtle and several direct implications for the skill development and potential employment opportunities of students who are in the process of moving through a training program. These interactions should be occurring during every phase on the continuum; therefore, "Second and Third Semesters" should be understood only as a heading under which participants discussed occupational-related training activities that actually occurred from orientation to graduation.

Information-sharing. Several participants stated that the primary way most counselors get occupational-related information is through the job placement director. One director described his role as a resource person:

> In my role, I feel an obligation to keep all the counselors in our department up to date on what is going on outside in the real world, and if they don't know, I consider it my fault. It's a drag for me to read the Wall Street Journal every day, but I do. Maybe there's only one article in it every two weeks that relates to the needs of our students, but it makes up for the other days when there's nothing. If I pick up anything in an Occupational Quarterly, I'll share that. If I go to a conference like this one, and I get some new insight like I have from one of the participants here, I make my colleagues on campus aware of it, too. In turn, I hope they share their information with me. For counselors to be doing career guidance without their having a clear idea of what's going on on Main Street is of great concern to me.

One participant reported that the information-sharing process is accomplished at his college in twice-monthly professional development seminars for all counseling staffs in the Department of Student Services. The formal interactions which occur among campus physicians and nurses, job placement director, and other counseling staffs (Admissions, Financial Assistance) often lead to informal, on-going alliances outside the meeting room which permit personnel to make direct input into each other's work. The representative explained:

> We have developed a very easy, coordinated relationship. It isn't even a question of us trying to reach out and attain each other's cooperation. As soon as one of us is alerted to a problem, we do an appraisal from our position. For example, as counselors we have complete access to health records, and the health staff will inform us of just what we can do in certain situations.

Awareness Training. Conferees agreed that the Health Services staff, as team members on the counseling continuum, could perform a valuable service to help sensitize faculty and administrative staffs to the medical needs of disabled students. The chief nurse from one campus Health Center who attended the workshop reported that each year, before a general meeting of faculty members, she describes the different kinds of medical conditions students have who are enrolled at the college. For example, she would explain how an instructor might handle a situation which, without some knowledge and experience, might frighten them -- for example, what to do if a student has an epileptic seizure in the classroom:

> During one of these assemblies, I made some mention of the fact that emotions will sometimes trigger these seizures, and later I had one instructor say, "You mean, I shouldn't say to John or Mary this, that, or the other?" I said, "Oh, no. Say what's necessary for the benefit of the student and for the benefit of yourself in conducting your class, and if he has a seizure, he has a seizure."

The nurse felt that instructors should be provided with accurate and sufficient information about the different types of disabilities so they would not feel intimidated by the student's presence in the classroom and could focus on the efforts of the student, just as they focus on the efforts of non-disabled students.

Participants discussed at length the following question: How do counselors, as advocates for the disabled, deal with instructors who will not or cannot respond to the needs of disabled students in their classrooms? Participants presented various examples of such situations and expressed different points of views about how to deal with such cases. One participant related as an example what appears to be a fairly common situation. A counselor alerts an instructor to the fact that a deaf student is in her classroom and asks the instructor to make certain that when she is drawing diagrams or writing notes on the blackboard to turn around 180 degrees before speaking so that the deaf person can read her lips. The instructor, for whatever reason, may simply not cooperate, she may completely ignore the student, or she may rebel and say, "I don't want to," or "It's a pain." The participant felt that when the situation reached this point, the counselor "must learn to leave this instructor alone. Sometimes, however, you have to deal with it anyway, and it becomes difficult almost to the point of embarrassment."

Another participant told of a special program at one college in which telephones were installed in certain classrooms so that homebound students could listen to their instructors' lectures and participate in discussions with classmates. Many instructors were pleased to cooperate with this operation, but several refused because they were afraid someone would be monitoring or recording what they were saying.

One conferee summarized the feelings of many in the workshop group in this way:

> *There are and always will be instructors who are* sensitive and instructors who are insensitive to the needs and concerns and feelings of their students. There are instructors who are unable to relate to students with disabilities and there are some who can't relate to any student. I'm not sure that instructors who can't relate to any students are much different from those who can't relate to disabled students, because we're still dealing with human beings with biases and hangups and willingnesses and unwillingnesses. You can sensitize people all over the place, but at a certain point, the people will say "the hell with it." I think part of our sensitivity must be for us to realize that there are those who will actively cooperate, those who will passively acquiesce, and those who will militate against. Therefore, you simply must play the middle and the top.

He cautioned, however, that understanding this situation does not preclude the right, as defined by law, of the disabled student to be in a particular classroom and to have access to an education.

Several participants suggested that counselors, as well as disabled students, should informally compile lists of instructors who are interested and cooperative in working with disabled students and counsel students to enroll in their sections.

Direct Input and Program Initiation. One conferee profiled the activities of a job placement director whose involvement as a team member with faculty, administrative, and counseling staffs has effected positive change in his college's academic and career planning programs. Although this profile is an actual account of one person's work, it is also intended to encompass similar activities which representatives from other colleges reported they were involved in.

- This director has established strong contacts with the General Counseling, Financial Assistance, Health Services, and Admissions staffs by taking advantage of the fact that these groups are all located in the division of Student Personnel Services. He has been able to make contacts with disabled students through the personnel in these special areas as well as through the campus Coordinator for the Handicapped.
- The director, the Dean, and several department chairpersons

organized a committee which is in the process of evaluating all academic programs at the college to see if courses are meeting the future needs of the community and of students who will be working in the community. At the end of the evaluation, this committee hopefully will be able to make solid suggestions for updating the curriculum and changing those programs which prove to be unrealistic in the job market.

- He is both a consultant to and an active participant on the Curriculum Committee, and therefore, has been able to provide other Committee members with specific information about current and future job market needs.
- Last year, after encountering many obstacles, he was able to introduce into the curriculum a career education course, offered as an elective and for credit.
- This placement director has also been effective in linking the community to the college. He is a member of the Manpower Planning Council which administers funds for the Comprehensive Education Training Act (CETA). In addition, he and another counselor are attempting to create an Advisory Committee composed of community industry and business leaders which would be specially geared to the job placement needs of disabled students. Several community leaders have already agreed to serve on this committee: the executive director of a council that represents the largest businesses and industries in that region; the director of the regional Manpower Planning Council; the manager of the local New York State Employment Service; and the County Executive. He also made an arrangement whereby the United States Employment Service placed a full-time counselor on the campus to help students find jobs.

Work Experiences for Disabled Students

Identifying Pre-College Work Experiences - Relating Attitudes About College Training to Attitudes About Work - Developing Work Experiences for Students

Participants felt the expertise of the job placement director could be particularly valuable in creating work experiences during college for disabled students. Many disabled students, they stated, had never held jobs prior to entrance. Participants described three circumstances under which the job placement director or the occupational-oriented counselor might serve as the student's advocate with employers: 1) whenever students found it difficult on their own to convince employers to hire them (because of their disabilities); 2) when it would be a physical hardship on the student to hunt for a job and attend college at the same time; and/or, 3) when students lacked the confidence to initiate their own contacts. Job placement directors reported a number of incidents in which, two weeks before graduation, counselors would approach them to find jobs for disabled students who had never worked. Participants suggested a number of strategies which colleges could use to help students gain work experiences and thus avoid the "crisis counseling" they frequently face at graduation when they admit they have never worked.

Identifying Pre-College Work Experiences. Participants described two systems which colleges might utilize to discover whether students have ever worked, and if so, what the nature of the work experiences were. A placement director stated that before new students enter his college, they receive by mail a comprehensive, four-page questionnaire. One section of this questionnaire contains detailed questions about prior work experiences. After these forms are mailed back (he reported the annual response is approximately 85%), they are handed over to the counselors. They in turn identify those students who have not worked and take steps to develop jobs for them.

Another participant expanded this idea. He stated that another function could be added to the computer system, which is used for registration, to identify the work experiences of new students. The computer system, he believed, would have to be adapted only slightly to analyze this information. At the beginning of school, students usually receive a packet of questionnaires to answer, and to this a form with items relating specifically to the student's work history could be appended. The answers to these questions could be keypunched along with the other information in the packet, and after the computer analyzed it, counselors and job placement staffs would receive a copy of the printouts. Through personal contact with students, counselors and the job placement staff would be able to update this information as students progressed through college to make certain they have some form of work experiences before graduation.

Relating Attitudes About College Training to Attitudes About Work. One participant stated if counselors could get across the "instructor-as-boss" concept, students might develop more positive attitudes about their college work and about future employment:

> It can begin in the initial advisement stages when the counselor hears the student say, "Well, I like this teacher, so I'll work for him. I don't like that teacher so I won't work for him." What the counselor must convey is that the student-instructor situation in college is parallel to the employee-employer system in the work world. In the student-instructor situation, who gets the grades at the end of the term? Who is the one who needs that particular level of academic training? Is the student really punishing the instructor by not learning anything? From there we go to the parallel employee-employer situation. Why should the boss pay you? For goofing off or for working? Does he pay you just so that he can entertain you? The counselor can help students adjust to this kind of reality whenever he notices they are showing a lack of responsibility in completing course work successfully.

Another participant suggested that the job placement or counseling personnel could sponsor activities which would help relate the student's occupational training -- i.e., college academic work -- to the reality of the work world. These activities would include field trips to a variety of industrial and business sites where students could see work "in progress" and employees in action and talk to supervisors. These field trips might even be conducted by individual faculty instructors in the different academic departments in cooperation with the job placement and counseling personnel.

One college offers for three credits a course which allows students to independently and/or in small groups participate in a variety of occupational-related field trips. Also, if a student is interested in continuing his or her education at a four-year college, s/he is permitted to visit other schools. The course was introduced last year and was open to all students, including freshmen.

Developing Work Experiences for Students. Participants agreed that in a shrinking economy, when there were more people than there were jobs, the disabled person who had limited or no work experience would find it difficult to compete. They believed it was therefore incumbent upon the community college to devise strategies for creating job experiences for disabled students during their enrollment.

The best kinds of jobs, they agreed, were those which rewarded the student with money as well as experience, and the best kinds of paying jobs were those which related to the student's field of study. One person stated, "To do something without pay is almost like saying there's little value in what you're doing." Another person added, "Pay in many ways determines a person's attitude toward the job and instills a responsibility in the person to do a job well, to be on time, even just to show up." Several conferees felt, however, that the issue of whether a work experience should be paying or non-paying was unrealistic at the present time during the tight job market and must not be a criterion an employer should use to decide to hire one student rather than another. The quality of the student's job performance and the kind of work experience were what mattered.

Participants stated that in creating work experiences for students with certain types of disabilities, counselors must take into consideration transportation arrangements. (This was not a problem, some counselors suggested, when disabled students resided on campus and were given jobs either at or near the school.) Even a part-time job for some disabled students might prove difficult if the traveling time was too time-consuming or if the transportation services were expensive or inconvenient.

1. Work-Study. It was apparent from the discussions at this workshop that different participants were aware of different kinds of resources (materials, equipment, grants) from a wide range of sources (public and private agencies and organizations) which could help support college work-study programs for disabled students. However, only a few of these sources, and their methods for obtaining the support of work-study programs, were described -- and then, only briefly. In the presence of participants who may have had more expertise (or simply, longer experience) or who were more articulate, some participants may have been reluctant to state they were unaware of the knowledge and skills that would help them to secure the necessary support to devise such work-study programs. In addition, it was an impossibility within

the structure of a three-day workshop for all conferees to be as specific and detailed as is necessary to be able to describe all the individual efforts and programs, sources and resources which related to the job placement needs of the disabled on their respective campuses. It is also essential to point out here that the perceptions of individual participants, concerning the policies and philosophies of different agencies and organizations with regard to funding work-study programs and other support services, sometimes varied.

Two factors emerge, then, that somewhat interrelate. First, a more efficient inter- and intra-collegiate information system is needed. Job placement and occupational counseling personnel must start to create a more "concrete" index to the large "disarray" of information that relates specifically to the needs and interests of disabled students. In response to this situation, one participant made the suggestion that each staff member in the counseling division within a college might write down on paper all those sources and resources of which they have had knowledge and/or experience that related to the job development needs of disabled students. These lists would be collected, collated, organized, and finally distributed to the college administrative staff, chairmen of academic/training departments, and even students. With a greater awareness of the policies of the various funding sources, administrators, faculty, and counselors might then have a more concrete informational base from which they can work together more effectively to design programs which would match the criteria of the supporting agencies to the individual needs of disabled students on their campuses.

Such an effort, however, is related to a second factor -- that is, the commitment and energy of individual counselors and job placement personnel to use this information and to follow through on ideas and concepts by developing proposals and making requests to the appropriate agencies that would result in work-study opportunities for large numbers of students -- or, even for only one student.

It should be understood that the information presented in this section is incomplete. Hopefully, it can be expanded in the future.

One participant stated, "At our college, the disabled student, by virtue of the fact that he or she is funded by the Office of Vocational Rehabilitation or a similar agency, becomes thereby ineligible for financial aid through the usual source, the Financial Aid Office, which generally sponsors the Work Study program." The role of counselor-as-advocate is crucial during this phase. Two participants made suggestions:

> If you and others see this as a need, then you have to ask for change in the charter under which the Financial Aid system is operating -- or with the funding source itself, so that someone like "Johnny" who has never had a work experience and hasn't the job skill techniques, will get that opportunity.

Another stated:

> I wonder if you're not missing out on OJT -- "on-the-job training" funds which are available through the Office of Vocational Rehabilitation for students who want and need work experiences.

This participant continued that the advocate-counselor might negotiate with the Office of Vocational Rehabilitation for the student to receive an "educational stipend" that would support work experiences related to the student's occupational program. That support, he stated, was available if the job could be shown to be an essential part of the student's educational process. The participant continued that the Internal Revenue Service has determined that "if you are in a bona fide training program as part of a degree program, the monies you receive are not taxable as income, but listed as stipends."

- One participant recommended that an occupational counselor might be able to convince an employer who is looking for a full-time employee for, say, thirteen weeks to consider hiring two or three part-time people, each of whom would work a portion of that thirteen-week period. He stated that sometimes a brief or limited working period is all some disabled students can handle while they are attending college.

- Participants briefly mentioned there are sources for funds that would reimburse employers for the salaries of disabled student employees, for the expense of providing students with on-the-job training or for special adaptive equipment.

- Several participants suggested the employment of students in a volunteer, work-study, or cooperative way "to fill that gap which we have between students and counselors since there aren't enough counselors or job placement people to go around." For example, these students could be used as peer advisors or counselors during orientation for new entrants.

- One participant suggested counselors work with their campus Grants Officers to search for funding sources. This participant also noted an example of an organization which provided funds -- the National Alliance of Businessmen granted $15,000 last year for a job development program for disabled students on his campus.

- Participants suggested another available source of funds for job development in New York State might be through the Comprehensive Education Training Act (CETA).

2. Volunteer Jobs. Participants agreed students often react to the suggestion that they take volunteer jobs in the same way they react to non-credit course offerings -- they're just not interested. However, they stated, volunteer jobs provide a viable alternative for students in minority groups such as the disabled to gain work experience. Non-paying jobs are also a necessity when paying jobs are not available. Participants recommended strategies for incorporating volunteerism within a field-related framework. Counselors would advise students that certain volunteer work related to their occupational interests would give them an advantage at graduation time.

One participant believed that volunteering could provide students who were sponsored by the Office of Vocational Rehabilitation and the Commission for the Visually Handicapped with a reality test to check whether they would be satisfied with the career objectives they established with these agencies. For example, by performing volunteer jobs in hospitals, students enrolled in health career programs would get a first-hand overview of the cluster of jobs related to their academic training. If they decide they made a wrong choice, they may still have time to negotiate with the sponsoring agency another contract that would allow them to prepare for a different occupation.

Participants stated that such avocational experiences as coaching Little League teams, directing Boy and Girl Scout troops, and editing college newspapers are also viable alternatives to the paying job. One counselor told the following story to point out that what a student might not consider a valid work experience could very well impress an employer:

> I asked my present secretary, who is not disabled, when she interviewed for the job, "What did you do

> during your summers before you graduated?" She answered, "Gee, I didn't do anything." I said, "What?" She said, "I just lived on a farm and pitched hay." I hired her immediately, because I felt that if she pitched hay, she certainly knew how to work.

3. Internships. Participants provided examples of three kinds of internships in which the disabled student could gain job experience: 1) volunteerism in field-related employment; 2) field-related research projects under the supervision of faculty or administrative staff; and 3) on-the-job training under the sponsorship of regional industry and business leaders who were members of the college Advisory Committee.

One participant believed that the answer to the problem of getting students to participate in volunteer programs was to follow the example of some of the state-accredited programs which require students to spend a certain number of hours in the field in completion of their course work. For example, students in human service-type programs at most colleges are required to spend a certain number of hours in working in social service agencies and institutions (almost always without pay). Their work is evaluated, and if it is found to be satisfactory, the students receive credit. This type of program could be adapted for students enrolled in occupational training programs at two-year colleges.

This participant noted that in some cases, students may not get to perform the exact job they are training for. However, by working alongside of or nearby, and in many cases assisting, people who are performing those jobs, students can get a good overview of the essential skills involved. If several people are performing the same job, students will also be able to observe how certain operations of the same job can be accomplished in different ways by different people.

One conferee described a second type of internship in which two students -- one disabled and one non-disabled -- participated at his college to fulfill a course requirement for their Masters degree. Three days a week for an entire semester they observed without pay a wide range of faculty staff meetings and consultation sessions in their major academic department. At the end of the semester, they submitted a final report, and members of the department were asked to evaluate the two students as if they were applying for a job on the staff: "How would you rate that person? Would you hire him/her with reluctance? Would you recommend that this person pursue this occupation or enter another occupational cluster?" The faculty rated the work of the students as successful, and they received three credits for the project. The participant stated that this type of internship would be valuable on the community college level if offered at an early stage when the students were just beginning to investigate their vocational goals.

A third type of internship which a participant described would involve the cooperation of the community college Advisory Council members who would provide on-the-job training experiences for students in every field of training. This internship structure, he stated, benefits the student, the employer, and the college. Employers get a group of students who are interested in working in that field, and students are able to develop skills related to their academic training. An advantage to this type of internship is that employers have a chance to observe their interns and frequently choose future employees from these groups.

One participant, the Coordinator of Services for Disabled Students on his campus, explained how his college conducts its internship program. All students who attend the college -- both liberal arts and occupational education majors -- participate in the "cooperative education" program.* This means that since the college operates on the quarter system, students enrolled in two-year programs (for eight quarters) spend five quarters in regular academic studies and three quarters working on jobs in the community. Although these internships are designed to meet the unique needs of the administrative and curricular structure of this school, there are many components which counselors at other colleges might, with some modifications, be able to use for disabled and non-disabled students. The counselor explained:

> The idea behind the internships at my college is to relate classroom learning to on-the-job experience. It's not "just a job." While the student is in the field working, he takes a seminar one evening a week for seven weeks. The seminar is structured on

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*At this college, the Job Placement Office and the Cooperative Education Office are under the leadership of two different deans and each has its own counseling staff. The participant indicated, however, that similar functions and objectives provide a basis for these two staffs to frequently interact.

three different levels: the first level relates to job satisfaction, the second to career planning, and the third involves an independent study project. In the first case, the student must be able to evaluate his supervisors on the basis of whether their [the supervisors'] jobs appear to be fulfilling to them -- for example, in terms of job functions, the financial aspects, environment.

Secondly, students are asked to look at their academic training on campus to see if it's dealing with what they want to do and then try to make a survey of all the jobs in a particular industry for which their major will qualify them. We have a very high employment rate among students, and many get jobs after graduation with the employers with whom they served their internships.

Before they start work, students take what we call a "cooperative prep" in which they learn interviewing techniques. Special interviewers come in and run through a simulated interview with them. They also learn how to write resumes.

Coop Coordinators work in different areas. There may be a team working with data processing students, a team working with secretarial students, and a team with liberal arts students. Most of the coordinators have practical experience in that they have worked in businesses and industries similar to those in which they are placing students. They have a good knowledge of the job requirements in these fields. Students, therefore, can approach prospective "cooperative" employers with some prior knowledge.

Most of our students, except those in liberal arts, receive a salary. Some of them start at $3.50 or $4.00 an hour. This, I might add, is a good incentive for students to attend our college -- they gain work experience and they also earn money.

I haven't experienced any problem in any respect in setting up internship programs for the disabled. We do primarily have a problem placing students who cannot demonstrate any kind of work skills since they've never worked before. These disabled students, I might add here, never had summer jobs, perhaps because they couldn't afford thirty dollars a day for transportation to and from jobs.

Part of the solution to finding jobs for disabled students has to do with being able to work with the coop placement counselors way ahead of time and not two weeks before the disabled student goes out for an internship. They need time to examine the possibilities for these students.

Both disabled and non-disabled students sometimes have adjustment difficulties with both their jobs and with their supervisors. I sympathize with the coop placement counselors. They, like the rest of us, are all overworked. It's a problem for these counselors to keep up their communications with their employers [i.e., sometimes they are not familiar with the specific on-the-job supervisors]. Sometimes a student-employer problem may go on for three weeks and get really out of hand before the coop counselor can give it his attention. An example of one kind of problem is that a supervisor will call up the coop people and say, "By the way, Johnny says he couldn't come into work today because it's Friday, and he has to go to school and make posters for an instructor." Then you have situations where students get dissatisfied with a job in the middle of a quarter when they're in the field working, and quit. These problems have to be handled by the coop counselor.

III. PLACEMENT ACTIVITIES DURING THE FOURTH SEMESTER

Responses by the job placement staff to the occupational-related needs of disabled students during the fourth and final semester of a training program fell into three general areas: 1) placement office-employer contacts; 2) information-giving; and, 3) workshops geared to train students in job seeking skills. Participants noted that many of the services the job placement office performs for the disabled student during this period would be the same or only slightly modified versions of those they performed for non-disabled students. Ideally, these services are a continuation of student-counselor-job placement staff relationships which began during the first semester orientation program.

Discussion of issues relating to the job placement of disabled students at graduation continues in Section Two of this Report: The May Conference. Representatives from both public and private agencies and organizations presented participants with statements of regulations and policies regarding the employment of the disabled, as well as their own perceptions of the opportunities and the obstacles they foresaw for the disabled.

The reader is also referred to a concurrent report, "College and Industry: Partners in the Handicapped Employment Role," a project of the Institute for Research and Development in Occupational Education (IRDOE). This report summarizes the perceptions of top-level representatives from the insurance and banking, health care, and technologies fields who met (each group twice) to discuss the employment situation for both disabled and non-disabled students in their fields.

Placement-Office Contact with Employers

A major responsibility of the job placement office is to link the student in the college to the employer in the community. Participants stated that in order to keep this college-community relationship active, job placement personnel must continuously visit industry and business sites, communicate frequently by telephone or mail with hiring personnel in companies, and invite representatives of business and industry to the campus to talk to students. The emphasis in this section is on the specific response the job placement director, as advocate counselor, makes to the needs of the disabled student in contacts with employers.

What does the placement director look for when s/he visits a company? A participant mentioned the following items: "Barriers; physical accessibility; other people with disabilities who are currently employed in the company; organizational structure -- single-plant or multi-plant operation; where the business is located within the community; and who are the people who actually do the hiring." Job placement directors must be aware that the personnel representative they talked to over the phone or during a visit to the plant might not be the person who makes the final hiring decision. Supervisors or heads of departments generally make those decisions and personnel representatives do the screening.

Participants stated the placement director would also want to know what kind of working conditions a disabled student would encounter in a variety of job situations. If a student had asthma or other respiratory ailments, the director would want to know what effect a job would have that was located in an environment where certain chemical processes were in operation that would emit fumes that would aggravate that person's condition. S/he would want to know whether the employer could permit work hour flexibility for the disabled employee who might require more time in the morning to prepare for work and travel to the plant site. If there were two shifts, the late afternoon shift might be more convenient for the disabled person who could not go out for lunch.

The placement director would want to ask the employer the following questions: Is the job a dead-end one or is there an advancement policy? Must the employee buy special uniforms or tools which s/he is financially responsible for? (It was noted that special funds are available for items such as shoes, safety equipment, and glasses which the company requires but will not pay for.) The placement officer should also know what the turnover rate is in the company. A high rate usually indicates that there may be some dissatisfaction among the workers.

It is essential for the placement staff to establish good working relationships with potential employers of the disabled, because, as one participant explained, "then you can level with them and get honest answers about what they think about the students you are sending them. Perhaps they can give you suggestions for advising students how to act in interviews with other employers." One placement director described his visits to employers:

> When I go to a company the first time, I'm a salesman. I'm selling students, so the first students I send them are really top-notch. Later on, then, if I don't send them somebody good, they'll forgive me because they realize that I also have good students. This past year, I visited a few companies I haven't visited in three years. I did this for a purpose. I told the employers, "I'd like to see students who have been here for two or three years. I'd like to see where they are working, and how they're doing." I found that very rewarding. I then asked the students how they were doing and tried to get some feedback from them.

One participant noted that at his college, general counselors shared in the responsibility for making employer contacts. Since each counselor has only thirty to thirty-five students in their caseload at any one time, they are able to spend up to fifty percent of their time exploring job opportunities for their counselees.

Occupational-Related Information

Participants described a number of resources which included both reference materials and public and professional organizations students might utilize to obtain job leads and/or information about different occupational clusters. But as one participant stated, counselors should encourage students also to use friends and relatives to help them contact employers.

1. Dictionary of Occupational Titles. Volume I: Definition of Titles. Volume II: Occupational Classification and Industry Index. U.S. Department of Labor, Manpower Administration. Washington, D.C.: U.S. Government Printing Office, 1965. Third Edition.

    This document lists over 23,000 job titles and evaluates them according to requirements of physical strength and educational level and types of on-the-job responsibilities. The description might indicate the amount of time one must spend standing on the job and weight factors related to the movement of merchandise and equipment. It might decide whether a company expects new employees to be fully trained so they can place them directly on the job or whether the company provides the new employee with an initial training period. For example, department stores conduct "vestibule training" for their new employees. Before the company puts new salespeople on the floor, employees go through a training program in which they learn how to make proper sales entries, how to maintain inventory control on the merchandise, and how to deal with customers efficiently and courteously. An electronics firm might train a new employee in a bench set-up which is separate from, but usually located alongside, the regular assembly line. Here s/he would have an opportunity to use the same tools and equipment and perform the same procedures as the experienced workers before s/he enters the mainstream production process.

2. *Thomas Registry*. The Thomas Publishing Company, One Penn Plaza, New York, NY. (212) 695-0500.

This registry, which is published annually, provides corporate names and addresses, and an index of products of businesses all over the country. (It provides the specific names and addresses of the manufacturers of products. Under certain categories of products, students can locate the names of the manufacturers.)

3. *Directory of Social and Health Agencies of New York City, 1975-76*. Published by Columbia University Press, New York.

New 1975-76 Community Resource Directory. Published by Health and Welfare Council of Bergen County, 389 Main Street, Hackensack, NJ; $2.00. (201) 343-4900.

These directories contain alphabetical indexes of the health-related agencies and organizations in their respective New York and New Jersey communities which students may find useful as job information resources. These directories give the full name of the agencies, their addresses, phone numbers, directors' names, fees if any, and memberships in affiliated groups.

4. *Chamber of Commerce Directories*.

These directories, which are published locally by city and county Chambers of Commerce throughout the United States, provide listings of member businesses and include the name of a specific individual in each organization to contact. The addresses and phone numbers can be found in local telephone directories.

5. *National Alliance of Businessmen*. 380 Madison Avenue, New York, NY. (212) 573-9500.

The National Alliance of Businessmen (NAB) makes available a job information booklet entitled *Workbook 2* to college counselors and students. This workbook contains a "Job Application Worksheet," and a participant stated, "In addition to the usual information required on job application forms, such as educational background and extracurricular activities, this worksheet asks for the student's memberships in professional societies. Students involved in certain occupational programs should become involved as student members in career-related professional organizations. These associations will not only provide the student with direct contact with prospective employers who are full members of the society, but will also give the student an awareness of the concerns of the industry they are preparing to enter. This might be a particularly important avenue to employment for the disabled student. The NAB application asks the student to list previous jobs -- names of companies and nature of the work, but it does not ask the student to list salary.* The 'Job Application Worksheet' asks the student if s/he has developed a specific skill and if s/he has a special license to practice those skills. The community college student can definitely answer that question."

In addition to the "Job Application Worksheet," and a "Job Satisfaction Chart," Workbook 2 provides the addresses for a number of state and national agencies and organizations which students and counselors may contact for job information: state Veterans Employment Representatives; U.S. Veterans Assistance Centers; Civil Service Commission Area Offices; and Small Business Administration Field Offices. The job application form mentions the following as possible resources: the College Placement Annual, distributed free through university placement offices; the Encyclopedia of Associations, available at most libraries; the Marketing Information Guide, published monthly by the U.S. Department of Commerce; and the U.S. Industrial Outlook, published annually by the Business and Defense Services Administration, U.S. Department of Commerce.

6. Engineers Council for Professional Development and Engineering Society Library. 345 East 47th Street, New York, NY. (212) 752-6800.

Engineers who belong to this council will conduct free tours of their companies and provide "counseling" or "information-giving" sessions for individual students. A participant stated that this council is composed of six or seven professional organizations, which can give the student and/or counselor a "wealth of information."

7. New York Life Insurance Company. 51 Madison Avenue, New York, NY. (212) 576-7000.

This company publishes a booklet, "Making the Most of Your Job Interview," which lists difficult questions employers might ask students during job interviews. It also includes sample resumes on which students may model their own.

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*This relates to the discussion under "Developing Work Experiences for Students" in Part II, in which several participants stated they did not think that whether or not students receive pay for work should be a criterion on which employers make hiring decisions.

8. Better Business Bureau.

There are 150 Better Business Bureaus (BBB) throughout the country. These Bureaus are private organizations funded through subscriptions by the legitimate business community. The local Better Business Bureau will provide a list of organizations in its area which: 1) the BBB has approved, or 2) for which the BBB has received complaints. Some Bureaus may be able to provide information to counselors to protect their clients from exploitation or discrimination. (Consult the local phone directory for address and phone number.)

9. New York State Employment Service.

Contact the local office of the Employment Service and ask for the Special Counselor for the Handicapped. They always have a current computer printout of available jobs. (A computer terminal is located at each of its branches.)

10. National Health Service, Inc. 777 Third Avenue, New York NY. (212) 421-5260.

This group will provide students with information about careers in the health field.

11. Job Opportunities Information Center (J.O.I.C.)

This service, which is federally funded through the Library Services and Construction Act, serves as a "clearinghouse for up-to-date information on job opportunities, public and private, in the metropolitan area." There is a librarian with special training and other assistants available daily at the Mid-Manhattan Library from 9 a.m. to 5 p.m. Most materials are in one location on the 5th floor. The building is accessible by ramp and elevators. Services include Civil Service job announcements, help with resumes, State Employment Service referrals, and assistance with interview techniques. These services are free.

Job Opportunities Information Centers are located in the following branch libraries:

New York Public Library:	Mid-Manhattan Library 8 East 40th Street New York, NY 790-6588
Brooklyn Public Library:	Central Library Grand Army Plaza Brooklyn, NY 636-3131

Queens Borough Public Library:

Central Library
89-11 Merrick Boulevard
Jamaica, NY
739-1003

Far Rockaway Branch
1637 Central Avenue
Far Rockaway, NY
327-7896

Broadway Branch
40-20 Broadway
Long Island City, NY
721-4411

Lefrak City Branch
98-25 Horace Harding Expressway
Corona, NY
592-3483

12. Learn Your Way Centers.

The Learn Your Way Centers, which are federally funded through the Library Services and Construction Act, have specially trained librarians (Learners Advisors) who offer individual consultations and provide access to a wide variety of materials and resources: assistance in preparing or selecting a second career, studying for Civil Service exams, or registering for a home study University degree. They offer advice on where disabled vets can learn TV repair, where speech therapy groups are available, and where people can enroll in practical nursing programs.

All branches of the New York, Brooklyn, and Queens Borough Public Libraries at which Job Information Opportunities Centers are located also have Learn Your Way Centers (see No. 11 above). In addition, Learn Your Way Centers are found at the following branch libraries:

Brooklyn Public Library:

New Lots Branch
665 New Lots Avenue
Brooklyn, NY
649-3700 (by appointment only)

New Utrecht Branch
1743 86th Street
Brooklyn, NY
236-4086 (by appointment only)

New York Public Library:

Bronx Learners Advisory Service
Fordham Library Center
2556 Bainbridge Avenue
Bronx, NY
933-5200

Manhattan Learners Advisory Service
Donnell Library Center
20 West 53rd Street
New York, NY
790-6487

Library and Museum of the Performing Arts at Lincoln Center
799-2200
Dance-Drama, ext. 246
Music, ext. 245

Staten Island Learners Advisory Center
St. George Library Center
10 Hyatt Street
Staten Island, NY
442-8560

Career-Preparation Workshops

Interview Techniques - Resume Writing Techniques

Workshops during the fourth semester are geared to teaching students how to use the best possible techniques to present themselves and their skills favorably to employers. Workshops and mini-courses during the first three semesters introduced students to a variety of occupational clusters, encouraged them to establish career objectives and think in terms of learning skills that would be useful in the future, and helped them to develop positive attitudes toward themselves, school, and the work world. Participants described workshops during the fourth semester that were primarily geared to teaching students specific techniques for filling out applications, contacting employers, and writing resumes.

In addition to teaching specific, task-oriented skills, these workshops, by the interpersonal nature of their setting, may help students develop the confidence they need to demonstrate their abilities and skills to employers.

Interview Techniques. Several participants reported that they conduct mock interviews in workshop settings where students (and sometimes counselors) can roleplay the parts of prospective employee and employer. In some cases, these interviews are videotaped (audiotaped for blind students) and played back so students can analyze their performance and receive feedback that will reinforce positive behaviors. One participant described an interview with a young woman -- a good student, a wife and mother -- who was physically disabled:

> She was a very self-sufficient individual who was able to travel to and from school on the subway and even held a part-time job. I didn't tell her beforehand, but I decided to give her a stress interview in front of the workshop group which included other handicapped students. I wanted to make a point to people in that group that a lot of employers will not be sympathetic. I really rattled her. But I made the point to her afterwards that "You have so many strong points, but you didn't stress them during the interview. I really put you down, and you should have come back. You know you have more confidence in yourself than you presented during that interview."

Another participant uses a debriefing technique to help students develop better interview skills. After they return from actual interviews with employers, he has them focus on the types of questions employers asked. For example, did the employer focus on the mechanical skills or the type of college training the student had? Did the employer concentrate on the student's knowledge of the tools and equipment used in that industry? What did the employer want to know about the student's prior job experience? By using this after-the-interview feedback procedure with students, the participant felt students would, in the future, be able to downplay their deficiencies and emphasize their positive attributes:

> We also ask the student how he feels the employer reacted to different things he or she said and then how the student re-reacted. Was the student nervous? After the debriefing. students will say, "You know, I didn't do that very well -- I was too nervous. I didn't come on strong enough."

Participants reported on many college campuses the job placement office sponsors job fairs to which all students are invited to talk to representatives from different areas of industry, business, and government and to examine career planning materials. Several conferees reported low attendance at these events, but one participant stated that his college uses an administrative device to make sure all students participate. Once a year, college administrators suspend classes, and ask instructors to personally accompany their classes to the fair.

One participant stated that the National Alliance of Businessmen (NAB) will conduct job fairs on campuses. At these events, NAB provides counselors who will sit down with students and analyze sample job applications (standardized by NAB) which students have previously filled out. (See page 44 for more information.) The student participates in a roleplay situation which is almost identical to the real one when he approaches a personnel manager or department supervisor for a job. Interviews with NAB counselors are videotaped and played back for the student.

At one college, industry people who are experienced employers of people with visual impairments come in and discuss with students what they expect from blind individuals who work in their firms.

Resume Writing Techniques. The resume is often the first piece of information an employer receives from a job applicant, and it frequently helps the employer determine which applicants to interview. Participants agreed that most students need to develop resume writing skills that would present to employers their training and previous job experiences in a positive form and furnish employers with the type of information they want to know. Several participants reported they scheduled workshops in resume writing for fourth semester students, sometimes in the evening and almost always on a volunteer basis. On one campus, the job placement office staff offers to type one original resume and to reproduce 100 copies for every student who participates in a resume preparation session. Instructors also demonstrate how to write cover letters for resumes to employers. One participant suggested that counselors advise students that professional resume writing and typing services are also available, usually for a fee, in metropolitan areas. (However, free assistance with resume writing is offered by the New York City Public Library -- see page 46.)

PART TWO

THE MAY CONFERENCE

"IMPLEMENTATION OF STRATEGIES: JOB PLACEMENT"

Granit Hotel, Kerhonkson, New York
May 2-4, 1976

The conference, "Implementation of Strategies: Job Placement," held at the Granit Hotel on May 2-4, 1976, brought together diverse groups of panelists and resource people to examine past and present efforts and to develop future strategies that respond to the occupational needs of disabled students on community college campuses.* The participants who composed the panels and the topics they considered were:

1) members of business, industry, government, and labor -- "Attitudes and Realities in the Employment of the Disabled";
2) disabled students -- "Looking for Work and on the Job";
3) community college personnel -- "The Community College -- An Introspective Look: Where We Were, Where We Are, and Where We Should Be";
4) representatives of governmental agencies which implement and/or enforce laws relating to equal employment opportunities for the disabled -- "Affirmative Action and the Employment of the Disabled."

Twice during the conference, participants were organized into four groups to provide feedback to panelists and to develop strategies. These summaries are in the "Conclusions" section of this report.

On Monday evening, May 3, actors from The Little Theater of the Deaf gave a performance in the nightclub of the hotel. Besides the conferees, other hotel patrons -- many of whom were members of a senior citizens group also in conference at the Granit -- attended the performance. Afterward there was a forum during which the actors answered questions relating to careers for the disabled in the performing arts.

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*See "A Brief History of the Project," page vii, and "Background to the January Conference," page 1, for an overview of the objectives of the project.

A total of seventy-two participants attended the conference, not including the actors and actresses of The Little Theater of the Deaf. Twenty-three New York State community colleges sent representatives.[1] Half of these colleges sent two or more team members, and each member generally represented a different area of expertise. (In terms of implementation of workshop/conference objectives back on the campuses, the "team" approach at the meetings has been found to be the most effective.) Of the community college participants, eight held the position of "Campus Coordinator for the Disabled," three were Deans of Student Personnel Services, nine were directors of or personnel associated with job placement on campuses, and fifteen were counselors. Two deans of faculty divisions, two instructors, and nine students also attended.

With the exception of the Group Leader Reports, which serve as the "Conclusions" to the entire FY 1976 Final Report, the proceedings of the May Conference have been organized to correspond chronologically with the agenda (which was followed on schedule). The speeches of individual panelists have been summarized from typed transcripts of tape recordings made during the conference.[2] After each panel session, the moderator conducted a forum. Where relevant, questions and answers directed to a particular speaker were edited and appended to the end of the summary of that speaker's comments. Where statements needed further clarification, (e.g., in the Question and Answer sessions), the project staff, whenever possible, contacted the source for more information. The summaries of the eight workshop groups were prepared by the leaders or co-leaders of each group.

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[1] See Appendix C, page 102, for a list of colleges represented at the May Conference.

[2] The Panel IV section is incomplete. Not yet summarized at the date of printing were the presentations of Jonathan Lang, Staff Attorney, National Employment Law Project, Inc., and Douglas A. Molazzo, Esq., Secretary to Honorable Aaron D. Bernstein, Judge of the Civil Court of the City of New York.

Sunday, May 2, 1976 (Opening Session)

WELCOME

LEE COHEN, Director, Institute for Research and Development in Occupational Education, Center for Advanced Study in Education, CUNY

The conference convened on the evening of May 2, 1976 with Dr. Lee Cohen, Director of the Institute for Research and Development in Occupational Education (IRDOE), welcoming the participants. Dr. Cohen stated that IRDOE conducted the Two-Year College Workshop/Conference Project, "Responding to the Needs of the Handicapped," in cooperation with the Bureau of Two-Year College Programs and the Office of Occupational Education of the New York State Education Department. The project had as a primary objective the sensitization of the community colleges and their staffs to their responsibility for helping to meet the educational needs of disabled students.

He described the major topics participants explored at the four conferences which the project previously conducted and explained that the present conference was designed to bring community college students and personnel (job placement directors, general counselors, special coordinators for the disabled, and administrators) together with representatives of public and private agencies and organizations to discuss the issues surrounding employment of the disabled. After his welcome, Dr. Cohen introduced the keynote speaker, Genevieve S. Klein, Regent of the University of the State of New York.

KEYNOTE ADDRESS:

"THE REGENTS' CONCERN FOR THE DISABLED COMMUNITY COLLEGE STUDENT"

GENEVIEVE S. KLEIN, Regent of the University of the State of New York

"If our society is to change its attitudes toward the disabled," stated the Honorable Genevieve S. Klein, Regent of the University of the State of New York, "then we in education must take the lead by providing the opportunities so badly needed for educating the disabled." In 1976-77, she stated, over one hundred thousand disabled people would participate in training or counseling programs under the auspices of the

State Education Department.

Ms. Klein described several programs which the Regents and the State Education Department were currently conducting to respond to the educational and training needs of: 1) disabled elementary and secondary school children, and 2) disabled college students and adults. The approval and adoption in 1974 of the Regents Policy Paper No. 20, "The Education of Children with Handicapping Conditions," was one of the most significant actions taken in the past few years because it provided a framework for these programs. Ms. Klein explained that Paper No. 20 "called for appropriate courses of action to assure that children with handicapping conditions are provided educational opportunities equal to those provided all children in New York State." Following the approval of Policy Paper No. 20, "legislative requests resulted in state aid formula revisions which provided additional financial assistance to local school districts to support approved programs serving children with handicapping conditions." For example, she stated, the Regents supported, and the legislature approved, the "Deaf Baby Bill," an act that provided educational services in approved facilities in New York State for deaf children under three years of age.

Ms. Klein stated that during recent months the Regents had formulated policies that perhaps emphasized more response to the needs of disabled elementary and secondary school children than to the needs of disabled adults and college students. They emphasized greater response at that level because "the early identification of children with handicapping conditions is essential in order to help the child enter the mainstream of life as a working adult." She cited two recent applications of this policy: 1) new regulations (adopted in March 1976) that would attempt to "improve the procedural safeguards for the rights of children with handicapping conditions," and 2) a provision that all education committees on the disabled must include at least one parent of a disabled child. (To ensure the commitment of the State Education Department to this plan, the Regents approved the appointment of an Assistant Commissioner to expand educational opportunties for disabled children.)

In the area of higher education, she stated, the Bureau of Two-Year College Programs of the Department of Education was working on three model projects: 1) an orientation program for blind two-year college students

(Queensborough Community College); 2) a program to prepare the physically handicapped to enter employment at the technician's level (the State University Agricultural and Technical College at Farmingdale), and 3) a typing program for the multi-handicapped and the mentally retarded (La Guardia Community College).

Ms. Klein strongly recommended that participants visit the Human Resources Center in Albertson, Long Island and concluded her address by quoting the Center's Director, Henry Viscardi, Jr., who is himself disabled:

> I do not choose to be a common man. It is my right to become uncommon if I can. I seek opportunity, not security. I do not wish to be a kept citizen, humbled and dulled by having the state look after me. I want to take the calculated risk to dream and to build, to fail and to succeed. I refuse to barter incentive for a dole. I prefer the challenges of life to the guaranteed existence, the thrill of fulfillment to the stale calm of utopia. I will not trade freedom for benefits...nor my dignity for handouts. I will never cower before any master, not bend to any threat. It is my heritage to stand erect, proud and unafraid, to think and act for myself, enjoy the benefit of my creations and to face the world boldly and saying this I have done. For our disabled millions, for you and me, all this is what it means to be an American.

PANEL I

BUSINESS, INDUSTRY, GOVERNMENT AND LABOR: ATTITUDES AND REALITIES IN THE EMPLOYMENT OF THE DISABLED

EUGENE RIMBERG, Employment Security Superintendent,*
New York State Department of Labor

In noting the differences and similarities in the employment practices of the public and private sectors, Mr. Eugene Rimberg, Employment Security Superintendent of the New York State Department of Labor,* stated that the terms "government" and "public" were usually used to describe "federal, state, county, and municipal employment and consortiums of municipalities such as CETA. (CETA employees are also government employees.)" He explained that in government, the "internal characteristics" of each organizational unit determined the quality of commitment the employers of that unit made to the employment of disabled people. This quality of commitment had three dimensions:

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*At the time of the conference, Mr. Rimberg held the position of Director of Selective Placement, New York State Department of Labor.

1) Positive attitudes on the part of officials in an agency might result in more employment of the disabled. But Mr. Rimberg stated, "There's no law or policy governing the attitude of the individual, but having just a tinge of social awareness and concern will make him or her want to provide opportunities for disabled students." If the positive attitude was not present, even with laws and policies, not much would happen.

2) Policy -- Many governmental agencies for years have had equal opportunity policies on the employment of disabled people. Although these policies were "written commitments by top executives (governors, mayors, and county executives), they frequently had no impact" in individual units.

3) Regulations -- After laws are passed stating that agencies are required to provide equal employment opportunity for the disabled, regulations are written which explain how the law will be applied to the employment of the disabled in specific governmental units. In order for these regulations to become effective, they must often be tested. (For example, the disabled employee would have to take the employer to court for violation of the law.)

In the final analysis, Mr. Rimberg stated, it is frequently the attitude -- positive, indifferent, or negative -- of the specific person who makes the final hiring decision which determines whether commitment to an agency's policy is honored, or regulations and laws under which an agency falls are complied with. It all boils down to the fact, he stated, that the way people think needs changing, and this change can occur through education.

He believed both public and private sectors were similar in that social and economic trends had a great influence on how effectively regulations relating to equal employment were implemented. "For the next few years," Mr. Rimberg stated, "employment opportunities in government are going to continue to shrink and there will only be replacement openings when people retire or leave for other reasons. But I think in terms of the long-range outlook over a period of ten to twenty years; government will continue on a trend of overall growth because of the expansion of this country's social programs, both in number and in size."

An important difference between the public and private sectors, he noted, is that the person who does the hiring in a governmental agency may not be the policymaker, whereas in the private sector, often the person who hires also sets the policy. Civil Service law determines the rules which govern hiring practices in the public sector. Who is hired and why is often the result of the application of very specific regulations. Mr. Rimberg believed that within the parameters of the public structure, there was latitude for the disabled and advocates for the disabled to promote the kinds of positive attitudes among hiring officials that would result in more job opportunities.

Forum

College Participant: I believe very strongly in role models in terms of employment opportunities for the handicapped. I think if we had models of our own -- handicapped people representing handicapped people who are looking for jobs, we might be able to make the Affirmative Action Act more effective. In view of this Act, I would like to ask, can anyone here representing the City University system give any kind of figures or even estimate how many disabled people are currently employed within the City University system?

[No one could provide figures either for the University as a whole or for individual colleges in the University system.]

Eugene Rimberg: In terms of Affirmative Action, there's no question that the public sector has a long way to go in practicing what we've been preaching. It's true for the community colleges, and it was true for many years that rehabilitation agencies receiving government funds to serve the disabled did not themselves provide equal employment opportunities for the handicapped. Hopefully, the community colleges are catching up under Section 501 of the Affirmative Action Act.

Fred Board (Executive Director, Just One Break, Inc.): In Sections 501-504 of the Affirmative Action Act, there are no quotas. No one will be forced to do anything. You have to look at employment in terms of the economic situation as well as Affirmative Action. The two have to work together. When there is a depressed economy, you can have all the legislation in the world which is meaningless. Not until the economic situation changes will the Affirmative Action programs begin to take hold in schools or in industry.

* * *

College Participant: Mr. Rimberg, with regard to your remarks that there are two things which affect the employment of disabled people -- attitude and policy -- what have been your observations concerning the openness of federal, state, and local Civil Services to the employment of the disabled? We have students on our campus from all over the State of New York, and we've had difficulty getting advance announcements of jobs from local branches of state and federal Civil Service offices. I think we could make a good case for our need for those advance announcements. Civil Service is supposed to have the most liberal attitudes of all employers, yet after one year as director of the Civil Service Careers Program on my campus, I'm not altogether certain that it is.

Eugene Rimberg: Well, we can have laws in writing, but when it comes to implementation, there are other forces at work. Waiting for announcements to reach you is obviously not the answer as you have found. In the local levels of government, you will find that the local political situation will very often provide opportunities for the people you serve. In other words, you should get to know the mayor or get to know someone in [Civil Service] personnel -- make some local contacts and don't depend solely on what is sent to you in writing. Do the same on the state and federal levels. I believe our society is a highly politicized society and so is the Civil Service hiring process. I think the best strategy is to become as involved in the political process as you can in order to get your students those opportunities.

DEBORAH FULLER, Personnel Director, Hospital for Special Surgery, New York City

Ms. Deborah Fuller, Personnel Director for the Hospital for Special Surgery in New York City, stated that she would comment on the employment of the disabled from the perspective of an employer in the health care field.*

"There are a couple of myths about health care that it would be well for people like you to overcome," she told the audience. "First, we're a much larger industry than the public generally recognizes. There are over three hundred thousand employees working concurrently in some three hundred different hospitals. Seventy percent of the budget in our hospitals goes for salaries. In manufacturing industries there is larger investment in equipment. There are approximately 200 different job titles which makes us a very diverse industry with many more opportunities for different skilled groups and for career ladders than is true, say, in banking or insurance companies. The second myth is that we are low paying -- yet, in New York City, our minimum entry salary is $180 a week, and it goes up from there." As a footnote, Ms. Fuller added that the large increases in the number of employees in health care were a result of the public's demand for better quality health care. A consequence of this demand was Medicare and Medicaid, which increased jobs.

Ms. Fuller stated that in 1973, she participated in a study conducted by the Society of Hospital Personnel Administrators, an affiliate group of the United Hospital Association, to find out how many hospitals employed disabled people. Ninety-two percent of the respondents (eighty-two percent of whom represented non-profit voluntary hospitals) reported their hospitals employed handicapped people, but Ms. Fuller noted that a closer look at these statistics revealed an imbalance in the employment of disabled versus non-disabled people. While ten percent of the population at large was believed to be disabled, only three percent of all employees at her hospital were disabled.

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*Issues related to employment opportunities for the disabled in health-related services are discussed in greater detail by several representatives from the health care field in Phase II of the FY 1976 Report, College and Industry: Partners in the Handicapped Employment Role (CIPHER). The reader may contact the Institute for Research and Development in Occupational Education (IRDOE) for a copy of this current report.

Ms. Fuller stated that the fact that the Affirmative Action Law was presently applicable only to federal contract holders should not dishearten the disabled. She recalled that in 1964, the Civil Rights Act applied only to the public sectors, but since that time, every sector, private or public, had experienced great progress in providing equal employment opportunities. In addition to hiring people who were qualified and productive, it would be necessary for personnel directors to attempt to meet the goals of the Affirmative Action Law.

Ms. Fuller also discussed the effect of the present economic situation on general employment in the health care field. The Governor's bill to cut back Medicaid and the Blue Cross decision to freeze rates on reimbursements would mean ten percent less income for many hospitals this year. For community hospitals, particularly in urban areas where there were large groups of poor people, it could mean as much as fifty percent in cutbacks. This translated, she said, into layoffs, which in turn meant employees would have to become more productive and more flexible in their job assignments. She added that health care was a potential employer for great numbers of handicapped people, but due to current massive layoffs, jobs were simply not available either for the able-bodied or disabled.

In dealing with this economic reality, Ms. Fuller stated, "I think now is the time to hold conferences such as this where community colleges and employers can get a better understanding of each other's needs. Those needs have changed over the years in that the responsibility for training health care employees has shifted from nursing schools and on-the-job training programs in the hospitals to community colleges." In view of this change, she suggested participants examine just how well community colleges are fulfilling this responsibility for training: Were the colleges developing the kinds of skills to make it possible for both able-bodied and disabled students to find employment in health care, or were community colleges serving primarily as stepping stones for students who wished to transfer to four-year colleges?

"There is another myth in this country that unless you're a 'professional', with quotation marks, you're not quite as full a citizen," Ms. Fuller said. "Society values the degree and the professional job at the expense of the very necessary blue collar or clerical job." She stated that although she represented all segments of employees at her hospital, she had developed a bias toward those who were not college educated, because they constituted the majority of the work force. One-third of that work force was employed in service and maintenance occupations and another third in clerical jobs. Only a third of all employees in the health care field held positions that required degrees of four years or more.

She stated that in a time of high unemployment, community college representatives needed to sit down with the practitioners in industry -- not Ph.D.'s and M.D.'s or community college occupational advisory committee members, but managers and employers in departments such as radiology in hospitals and shop stewards in factories. In her opinion, the community college was training students for dead-end jobs. For example, in accordance with state licensing requirements the community college currently provides a two-year training program for X-ray technicians, yet new technologies had already been developed and were in use which made that position potentially obsolete. She explained:

> Where do X-ray technicians go after ten years on the job? They can't be the manager of the X-ray department because they probably don't have a Master's degree in Business Administration, which is really what is required to run a department.

Ms. Fuller stated that the college job placement staffs needed to get out and talk with employers about the specific needs and abilities of disabled students a long time before these students reached graduation. If possible, these students should meet potential employers in fields associated with their educational training so they could approach the job market with more reality.

Forum

College Participant: Deborah Fuller did quite a job on me. I found myself going in both directions. On the one hand I agreed when she was talking about the limitations of certain technical programs such as X-ray technology, and on the other hand I ask myself, "What's wrong with that?" While I realize that maybe there is nothing wrong with such programs, there is also nothing wrong with helping people to retain the option or the ability to move onward.

There is a beautiful little Bermuda Triangle going on among community colleges, the vocational counseling practice, and the Dictionary of Occupational Titles [D.O.T.]. I think that some of us feel that the D.O.T. probably leaves out more than it contains. It has never been successful at this level. The community college, to the extent that it provides occupational education, gets involved with the specific technical task training which frequently comes directly out of the D.O.T. I'm asking if we're teaching something in two years that could be taught in three months -- such as the skills which an X-ray technician needs -- to a person who has had a more general type of training.... I question whether we're in balance. I don't think that we should necessarily be as emphatic as I see ourselves being in moving some of these people toward two-year technical training programs. We should at least help them consider a wider range.

Deborah Fuller: I don't want to leave the impression that I am against higher education. In my speech, I mentioned the myth that says there is no value to anything less than a four-year degree. As far as the Dictionary of Occupational Titles, frankly, it's gathering dust on my shelf because I haven't looked at it for years. I have been waiting for the revision on sexist titles -- actually, I couldn't wait for it, so I went ahead on my own and did my best. As an employer I look at the actual work that has to be done. I don't care what it's called, and I don't necessarily care what professionals in the field say is required to do that work. However, with health care employees, we have some problems with state licensing and with the unions who set up criteria which I think are totally meant to perpetuate a small group of people in those fields. In the Sixties, we could afford to hire the highest educated and make mistakes and then add another four people here and there to do some project. However, with the current economic depression, every employer is taking a better look. As we've retrenched, the employees have had to become more flexible. We design jobs and make those jobs more interesting for people with limited education, and there's going to be more of this as long as the economy is depressed. Colleges need to talk to the people in the field, not read what it says about these fields in the D.O.T.

College Participant: I agree wholeheartedly. The same job in two different companies can have two different titles, and two completely different jobs in two different companies can have the same title. I have found over the years that you have to find out what the jobs are, where they're at, and what is actually required by the company in order to determine what the person needs to know to get the job.

* * *

College Participant: I am also concerned about dead-ending, not only for two-year, but for four-year college degrees as well. Ms. Fuller suggested the kind of courses that would serve to make people skilled in a specific area. The community colleges have been criticized for aiming individuals toward the baccalaureate degree. At the same time, if they hook students into mental hygiene, that's the end. The students can't go from there on, let's say, eventually, into dentistry. I'm wondering if you, Ms. Fuller, have a solution to this problem, because if you do give students a basic education which allows for career mobility, then you cannot, within a two-year period, also provide them with the skills for a specific occupation.

Deborah Fuller: You're right, but I don't have any concrete suggestions except maybe to play the devil's advocate. Where is it written in the handbook that all of us must have career mobility? Maybe we can rotate jobs, but if you look realistically at the broad-based population, you must ask how can we all move up? And if all of us keep moving up, who's coming behind us to do some of the work? Careers are dead-ended, if you will. You can say that about teaching. "Do I want to teach first grade for the rest of my life?" Or take doctors -- they become so specialized in one area and then are unable to work in other areas.

Maybe we should teach specific skills and, at the same time, provide a broader-based training. We can also help students realized that fulfillment does not all come from the job. Mini-courses could be a supplement. The dental hygienist could go back to school every couple of years to get reinspired and updated on some of the new techniques. Maybe we should not gear education always to the entry level, but develop a form of continuing education.

College Participant: I suspect that everyone here has changed his or her career at least twice if not a good deal more and has lost a certain amount of credit. I think it is true we cannot realistically hope to provide the skills to enable marketability within a two-year program, and at the same time, provide an individual with the education necessary to transfer to a four-year program if he or she should desire that. The important point Ms. Fuller made is there is nothing wrong with being happy in your job even though that job may not lead to a higher position. Many people might find the job escalation abhorent. However, this is not to say that we should limit someone's potentials.

FRED C. BOARD, Executive Director, Just One Break, Inc.

Just One Break (JOB) was formed 25 years ago when a group of businessmen decided that business and industry should take the initiative itself to ensure employment for disabled people. This group of businessmen made a commitment to try to find within their own companies jobs that were commensurate with the abilities of disabled individuals. In the years since, JOB incorporated and expanded to meet the overwhelming number of job requests it received. Under the directorship of Mr. Fred Board, and with a full-time staff that included a job placement specialist JOB today is in constant contact with over three thousand companies in the New York metropolitan area. Mr. Board noted that JOB's clientele included individuals who are visibly as well as not visibly disabled (people with epilepsy, diabetes, cardiac ailments, etc.).

Mr. Board stated that industry usually selects people for employment from one of three categories. Its first choice is someone who has been trained and educated to do a job, has performed the job in the past, and can do it again. When that person is not available to them, industry hires someone who has been educated and trained to perform a job, but has not performed it yet. As a last resort, industry looks for someone who is trainable and teaches that person the necessary job skills.

Mr. Board stated it was important for college job placement staffs to know exactly who makes final hiring decisions in different companies: the personnel directors, division managers, or even company physicians. He suggested that the individual who did the hiring at a particualr job site might never have had contact with disabled people. Consequently, s/he might look at the disabled job applicant subjectively, thinking, "If I had that disability, _I_ couldn't do that job." Mr. Board stated that employers might change their attitudes if they were led to realize there were other ways to perform a task which might make a job operation easier and more economical. He demonstrated the challenge he offers businessmen whenever he speaks at their meetings:

> This morning when you tied your tie -- those of you who are wearing one -- did you use one hand or two hands to do it? Now I lost my right arm in World War II and I have to tie mine with one hand, and I can do it probably as quickly and as easily as you people can with two hands.
>
> How about your shoelaces? Most people would say you need two hands to tie your shoelaces, but why? Chances are most of you have never tried to do it with one hand, so you don't know if you can do it or not. Just think, if you people could tie a shoe with one hand when you got up in the morning, having two hands you could tie both shoes at the same time and look at how much time you could save getting dressed.

Mr. Board stated that since the disabled person oftentimes developed ingenious ways to perform traditional tasks, and since industry placed a value on ingenuity, advocate groups, such as JOB, should try to use this quality as a selling point.

Monday, May 3, 1976

PANEL II (Morning Session)

DISABLED STUDENTS: LOOKING FOR WORK AND ON THE JOB

At this session, panelists and audience participants focused primarily on the attitudes the disabled and their prospective employers display in job interviews. However, as a whole, this session was not successful. Therefore, it might prove fruitful to present the reactions of the panelists and audience which explain why they were dissatisfied with the session. This section is therefore divided into two parts: 1) Attitudes of Disabled Students and Their Prospective Employers During Job Interviews; and, 2) A Critique of the Session.

Attitudes of Disabled Students and Their Prospective Employers During Job Interviews. The panelists, half of whom were students and the other half, recent graduates who were employed, agreed that attitudes played a major part in student-employer contacts. "It's important that we present ourselves as being qualified and not go in with a chip on our shoulder," one student stated. Another added, "You can't go in and say, 'Listen, I've got straight A's or I've had all B's, and you've got to hire me because I'm disabled and the law says so.' Sometimes developing the right attitude is much harder for us as handicapped students. Frequently, we cry 'discrimination' when it's not discrimination, but just the attitude we've gone in with."

One panelist stated:

> I read an article about the different roles people with disabilities could take, and the author said he felt that people with disabilities should always take the role of a public relations person. We have a tremendous responsibility to make sure other people are comfortable and to help them see we have special needs and are not just asking for special privileges. In interviewing for jobs, I've found out that by laying it on the line and saying, "Because of my disability, I am able to perform this task, but not able to perform that one," I've been accepted a lot easier. A lot of us go in with the attitude that "anything you can give me to do, I can do," but as a partially sighted person, I ain't gonna be able to proofread. We must acknowledge our limitations and make them known to the employer.

One student, who uses a wheelchair, described the dilemma she felt many disabled people encounter when they job hunt:

> When I was very young, I read a book which I liked and have read many times over the years -- Out on a Limb, by Louise Baker. It's about a woman who lost a leg when she was eight years old. In one section, she talks about the experiences she had as a disabled person looking for her first job. In one instance, she had a job interview with a woman who didn't even ask her to sit down, but just went on about how horrible it was someone with such an infirmity would have the nerve to even think

> of desiring a job that required contact with the general public. Miss Baker described how hard she tried at that point to point out her abilities -- for example, how she had successfully worked as a counselor with young children -- but because she was choking down a little sob in her throat, she couldn't get her ideas across. It was impossible for her to deal effectively with this type of ignorance.
>
> I used to think, "Oh, that was in the Thirties -- this couldn't happen today when things are different. We're much too liberal and sophisticated now." I presumed that much progress had been made in the decades since she wrote that book. Yet after I got my Master's degree, it took me from May 1975 to February 1976 to find a job. That book represented some of my own experiences -- for example, at one of the largest agencies that hires rehabilitation counselors, I had an interview during which someone really degraded me because of my disability, despite the fact that this was an institution known for its admirable progress in the field of rehabilitation and for its equal opportunity policies.
>
> After going through all these job interviews, til I was finally hired as a counselor in a community college, I wondered if I had been hired because I was disabled, since there is a tight job market and there were very highly qualified people competing with me for the job. I also wondered if the economic situation had been better, and if I were rejected by an employer, would I as easily conclude it was due to discrimination rather than to my lack of capability. This dilemma -- what part does one's disability play in getting or not getting a job -- confronts many people who are members of minority groups and are rejected for positions. Were you rejected because someone else was around who was better, or was it that nobody wanted you because you were disabled? Perhaps because the market was so bad while I was looking for a job, it made all the letters of rejection less difficult to swallow.

Panelists briefly dealt with other issues: 1) lack of an efficient public transportation system to enable the disabled to get to and from work; 2) the problem disabled graduates encounter when they discover that to be qualified for a particular job, they need additional training or a different kind of training than they received during college.

A Critique of the Session in the Words of the Participants. A number of factors may have contributed to the ineffectiveness of this session. For example. the session began with the issue raised whether panelists should simply talk among themselves and react to each other's concerns or present individual statements, after which they would accept questions from the audience. Several students indicated that their purpose as panelists had not been clarified. One panelist stated it had been her understanding that the disabled students on the panel "were not invited to discuss our worries and our concerns, but to present our ideas." She added that there was a general impression that the students on the panel were the "consumers" and that everyone else at the conference were the "specialists." She stated, "I think *we* [the students] are the specialists."

Throughout the session, panelists and participants made other remarks which indicated their dissatisfaction with either the format or the kinds of information they were hearing (i.e., not specific enough or irrelevant to the topic).

- One student believed that classroom teachers should have been included in both the conference and the panel session: "A lot of the teachers don't know how to relate to us. I'd like to see us get the teachers, industry, and counselors together with students." The involvement of instructors was important, he felt, because "how we relate to them is an important factor in how we relate later to employers."

- Two members of the audience felt that some of the panelists had presented only negative pictures of employers. One participant stated:

> There are also some employers who have very positive attitudes. These people realize the disabled person who has completed a level of training probably worked harder and overcame all kinds of obstacles. There are really some good people who certainly gave me a chance throughout my professional career.

- A job placement director made the following comment:

> I think this panel unfortunately doesn't have the balance that it might have to deal with the issue, "Looking for Work and On the Job." We aren't getting much employer viewpoint, and I'd like to add that. First, there seems to be an assumption that employers are reluctant to hire the handicapped. I don't think that's as universally true as I think I've been hearing here this morning. Secondly, I think there is an assumption that an employer who doesn't hire the handicapped is valued as bad. However, experience probably will show that most employers who hire the handicapped

> get very good buys. Therefore, we may value the employer who hires the handicapped as more smart than good. Thirdly, I think many employers do acknowledge the ability the handicapped person brings to the job. I don't know whether the majority of people recognize this fact, but at least a vast number of employers do.

* * *

The project staff hopes that at future workshops/conferences, these issues will be discussed at more length and with more clarity.

PANEL III (Afternoon Session)

THE COMMUNITY COLLEGE -- AN INTROSPECTIVE LOOK
WHERE WE WERE. WHERE WE ARE. WHERE WE SHOULD BE.

The format for this session was different in that team members from the same college sometimes alternated in providing information about services for disabled students at their colleges and in that other conferees made suggestions or asked questions during the presentations. In addition, panelists were not restricted to the topic of job placement -- they were invited to speak also on current conditions at their colleges with regard to outreach, physical accessibility, and on-campus support. Although their presentations have been edited (and whenever possible, clarified in writing by the panelists), the first person approach is used.*

James Terrell (Monroe Community College, Director, Counseling Center): Ron Kostecke and I were surprised at our invitation to participate on the panel. We don't feel that we're specialists in counseling the disabled, or that we have a model program, so maybe we were chosen to give you a different perspective. Seven years ago, we were in an old three-story building that was accessible to those of us who are fairly mobile. We moved to a new campus right after that, and our buildings have ramps and elevators. The campus is composed of a series of interconnecting buildings. We found out right away that the ramps were too steep for some of the students in wheelchairs. A few students can handle it fine but others can't because it is too steep.

The disabled population has grown slowly at our college, although we have room for a greater number. One problem is that sixty percent of our total population are in career programs and many of these programs are not open to handicapped students. For example, many wheelchair-bound students might be able to find employment in medical laboratory technology, but the lab stations are too high. We've had some difficulty getting the department chairmen and teaching faculty in that career program, as well as others, to adapt their equipment and facilities to allow the participation of handicapped students. However, we're still working on that problem. Another example is the Chemistry Department which doesn't allow anyone with a physical or an emotional limitation to take a chemistry course because of the danger involved. That means the disabled students are, by and large, excluded from all of our allied health programs.

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*Following this session, conferees were organized into four groups to develop strategies appropriate to some of the issues raised during the presentations. Summaries of these discussions are in the "Conclusions" section of the report.

There really doesn't seem to be an out and out commitment from a few of these departments.

I thought we had a fairly well-organized program for assisting handicapped students. But this fall, we participated in an accessibility project in which Ronald Kostecke, the Coordinator of Services for Handicapped Students, surveyed the campus to determine its accessibility.

Ronald Kostecke (Monroe Community College, Coordinator, Handicapped Program): I'm going to describe the negative things first, then the positive things. Our college advertises itself as architecturally accessible to disabled students. Yet, a college nurse, Dorothy Copeland, and I went around the campus with a student who is wheelchair-bound to all the bathrooms on campus with tape measures, et cetera, and discovered some amazing things. For example, you can't turn a wheelchair around in the bathrooms so they're really not accessible. It shocked me that a campus only seven years old wasn't built in a more accessible fashion. If any of you are in the process of building or moving to a new campus, I'd strongly urge you to check with the architects about such so-called trivial details as adequate space in the lavatories. In addition, check for height and location of drinking fountains, mirrors, paper-towel dispensers. These are things that no one, including myself realized were inaccessible, until I took this stroll with the nurse and the wheelchair-bound student.

The positive side is that the handicapped, which include a number of wheelchair students and a large group of students with a variety of other disabilities at our college,have adapted very well. In the near future, we hope to be able to sensitize the rest of the college community to the needs and abilities of the handicapped. For example, there are two elevators on the campus, and sometimes you might observe a person in a wheelchair waiting alongside several faculty members to get on an elevator. The elevator door will open, the faculty members will step on, the door will close, and the wheelchair person will still be sitting there. I'm not sure how to approach an awareness-building process, but the entire college population including faculty, students -- even people like myself who think that they've got it together -- need it. Maybe we'll get some assistance with that.

Participant: I would just like to add one point. What may be accessible to a person who uses a wheelchair may not be accessible to a blind person who uses a cane. Another thing you should point out is that many toilet seats are too high so that there's a little bit of a lift which some people in wheelchairs can't make. How many people who aren't in a chair would think of that? You need disabled people on your advisory board.

Terrell: There are some things we do well. We have an early advisement registration program for people who have physical or emotional limitations. This is helpful, for example, to blind persons because they get books taped or brailled in advance, meet with their instructors and anticipate whatever problems they may have before the semester begins. We have approximately two hundred and thirty people sponsored by OVR on campus and fifty to seventy-five each semester participate in this early advisement registration program. The college also provides continuous supportive health services.

During admissions, I, a counselor in admissions and perhaps a departmental chairperson meet with an incoming disabled student in the counseling center to discuss the kinds of problems he or she may encounter. We continue this vocational exploration throughout the student's college career.

We were mentioning today to David Katz just prior to this panel that a significant number of the handicapped population at Monroe are emotionally handicapped. By this term we mean those who have had some form of hospitalization for emotional concerns. In this workshop, thus far, we have talked a great deal about the physically disabled, but not about those who have emotional disability. I'd like for us to discuss that at a later time.

Kostecke: We have a handicapped student organization on campus, but it's not doing very well. Can anyone advise us on this.
(NO ONE OFFERED ADVICE, ALTHOUGH ONE PARTICIPANT STATED HIS COLLEGE FACED THE SAME PROBLEM)

Edwin Kurlander (Sullivan County Community College, Dean of Students): The campus is located on 400 acres of land with ample parking facilities for students and faculty. The college is constructed on a one and two story plan with elevators in the two-story segment. There are ramps in strategically located places, and doors are sufficiently wide to enable easy ingress and egress. All bathrooms are equipped with necessary materials to cater to wheelchair cases. While the campus itself is situated and constructed so that it is accessible to the handicapped, the housing situation is very different. It should be noted that 70 percent of the students of this college are out-of-county; therefore, the college must take a more active role in securing as many housing options as possible for the majority of students.

In the past, we have relied upon hotels to provide this service, but changes in the hotel business have forced the college to enter into a contractual agreement with a hotel for the 1976-77 academic year. Since this is a resort hotel, there are no provisions for the handicapped in terms of facilities. Life is further complicated by the fact that students will be bussed four and one-half miles each way to the campus. We are not aware of any special problems with the facilities since we have not had any experience at the hotel.

Throughout the brief 12 year history of the college, we have had relatively sufficient experience with all types of handicapped individuals. The major problem has always been the housing at the college. The Admissions Office does not establish any barrier, and the handicapped seem to fall into the routine of the college with comparative ease. We have a designated counselor who serves as the major liaison with the Office of Vocational Rehabilitation, and this counselor also works with the disabled.

We have a faculty member who is blind; and although we would like to say that he is very active in working with the handicapped, he does not seem particularly interested in their adjustment to the college and holds to the philosophy that it is their responsibility to adapt in the best possible way with the least assistance.

In the future, we plan to continue our policy of open admissions, counseling, and assisting in any way we can those students who possess some handicap. For the most part, disabled students have performed well above average and achieved recognition in academic and non-academic areas.

Murray Plissner (Kingsborough Community College, Associate Dean of Students): We try not to separate the disabled student from the mainstream of the student body. Students identify whatever degree of handicap they feel they want to identify with, and we attempt to meet those needs. For example, we had a sixty-two-year-old grand dame and I was ready to throw the book away and tell her, "Whatever you want, you can have," but she said, "Don't treat me differently from anybody else until such time as I ask you to." So, whenever she wants to see a counselor, she sees a counselor.

Until we move to our new campus, disabled students will not be able to take several courses because they are taught on upper level floors not serviced by elevators. To allow for this, I modify their course load requirements.

Edwin Cooney (Genesee Community College, Director, Civil Service Career Program): The Civil Service Career Program got underway in the Fall of 1975 at Genesee Community College, with an enrollment of 12 students. Nine of the students were visually handicapped, two had various handicaps and one student was non-handicapped.

The purpose of the Civil Service Career Program is to provide the students with the necessary vocational, personal and social guidance which will enable them to:

1. Interact successfully within the community at large.
2. Become competitive on the open job market.

At the time the program opened to incoming students it offered four courses along with mobility training for visually handicapped students. These courses were as follows:

1. Survey of Civil Service Careers: This course was designed to familiarize students with the entire Civil Service System and to explain the type of jobs which could be found at each level of the system, the qualifications for those jobs and the grading set-up within or at each level of the system.

2. Civil Service Testing/Test Procedures: The purpose of this course is almost self explanatory. It was our conclusion that the students would most likely be successful on Civil Service Tests if they were familiar in advance with what types of questions were likely to be asked on these exams and how to deal with different types of examination questions. In addition, testing conditions were to be discussed as well. For example, how should one handle diagrams on these tests if visually

handicapped? How much time should be spent on various parts of the examination? Should a reader be employed? Under what conditions should braille be requested? What tests are normally printed in braille? Another part of this course is the sharpening of various skills such as math skills, skills in reading comprehension, vocabulary, and so forth.

3. Group Dynamics: This course was designed to discuss the dynamics of interaction with the students' peer group as well as with groups within the college and outside in the community. Understanding such dynamics would enable the students to more successfully communicate with non-handicapped persons as well as improve their self-image.

4. Personal Management and Development: This course taught daily living skills such as good grooming, using the telephone, planning one's day, arranging an apartment, establishing a checking account, etc.

As the semester came to a close, we began to take stock of ourselves and what we had and hadn't been able to accomplish. It was necessary, for example, for us to drop the Personal Management course because it was felt that other organizations had better facilities than Genesee to assist the visually handicapped with such daily living skills. On the other hand, it was felt that the cross between the academic and a rehabilitation setting was most beneficial to the growth of our students.

As the second semester went along, it became apparent that too many of our students in the Civil Service Testing Procedures course needed more remedial work than that course was able to provide. In addition, we found as the second semester went along that an employment conference consisting of potential employers, rehabilitation people, employed handicapped people, educators, and employers who are already employing the handicapped would be essential in order to find new ways of employing the handicapped. This conference was planned and is now going to be held in the Fall of 1976.

A major part of our program which began to be conceptualized for the handicapped in the Spring of 1976 was the use of Genesee's excellent Cooperative Education program. To this end we began to work with the Coop Director in order to institute a plan of action.

As we look to the future, we plan to use a three-track program for our students. The first track would be remedial for those students who need such work. The second track would be the Civil Service Career Program itself with the core courses. The third track would be the Cooperative Education program. This would provide the student with an on-the-job learning experience in which the employer would be an adjunct faculty member. Such an experience could result in one of the following circumstances: a favorable job recommendation on behalf of the student or very constructive suggestions as to how the student could improve him- or herself to the point where he or she could be more competitive in terms of getting and maintaining a job. Another factor in our future planning should be mentioned. We now call our "Survey of Civil Service Careers" the "Career Analysis and Development" course, and it has been changed not only to emphasize public and private careers, but to also deal with job acquiring and maintaining skills.

As we begin our second year, we should have a more efficient plan overall of operation, which will provide the student with as smooth a transition as possible through the program toward a job opportunity. Also, we should have a smoother operation from the standpoint of working more closely with the faculty. As the program grows and we acquire more equipment and a larger staff, we will at the same time provide a more effective service to a wider group of handicapped students. As time goes on we hope to become a resource center for other colleges and universities who could use some guidance or advice in establishing programs for handicapped students.

Student: I'd like to ask the counselors on the panel to describe the relationship between the disabled and the non-disabled students on their campuses. Are these two groups encouraged to interact and to help each other? How do they react to each other? Are there any conflicts, for example, personality-wise?

Edwin Cooney: The disabled students at Genesee have had excellent cooperation from the general student population. For example, we have a transportation problem in that we're located a mile and a half from the town of Batavia which is at least thirty-five miles on every side from nowhere. We advertised in the school paper for assistance in transporting disabled students to and from the campus and we got far more responses than we could use. We asked those students we didn't use to provide transportation to become readers or serve in another capacity.

Our biggest problem has been how to get disabled students to take the initiative. Quite frankly, they are afraid they'll get negative responses. In counseling, we encourage them to separate from the security of grouping with other disabled students and to get out and mix with other people. We tell them to do things like invite a student after class down to the student union for a cup of coffee and like go to campus mixers. For the most part, then, the general student population seems more willing to take the initiative to a far greater degree than disabled students, and this frankly concerns me.

* * *

For the remainder of this session, the discussion centered on what procedures to use to select readers for the blind, wheelchair pushers, note-takers, etc. One participant stated that most of his volunteers are veterans -- at the beginning of each year, he attends the first meeting of the campus veterans' club and asks them for assistance. Several participants were concerned that counselors and administrative staff, rather than the disabled students themselves, were screening aides for the disabled. One counselor noted that the Commission for the Visually Handicapped allowed their clients the "complete liberty to choose their own readers and tutors, either from on- or off-campus." He continued, "How can we tell the student, 'Yes, you are qualified to hold a job after graduation, but no, you are not qualified to screen your own reader.'" He believed that the college does have certain responsibilities, for example, in helping the student advertise for a reader, but that disabled students must also assume part of the responsibility to prepare themselves for the working world.

At the end of the panel session, the moderator, David Katz, asked the audience if they noticed anything interesting visually about the composition of the panel. When one participant answered, "Yes, it's composed of all males," Dr. Katz said, "That's probably because whenever I call and ask to speak to the people at the colleges, such as counselors, deans, whomever, to invite them to the conference, my calls are generally transferred to men."

Tuesday, May 4, 1976

PANEL IV

AFFIRMATIVE ACTION AND THE EMPLOYMENT OF THE DISABLED: LEGISLATION AND THE LAW

GEORGE M. HOPKINS, Assistant Regional Administrator,
OFCCP, Employment Standards Administration,
U.S. Department of Labor

Mr. George M. Hopkins, Assistant Administrator for the regional Office of Federal Contract Compliance Programs (OFCCP) that serves New York, New Jersey, Puerto Rico, and the Virgin Islands, briefly outlined the history of the Rehabilitation Act since it was passed in 1973. Section 503 of that Act, known as Affirmative Action, prohibited federal contractors and subcontractors from discriminating against the disabled in employment and advancement during employment. Since 1973, he stated, there had been a number of amendments to the Act which advocacy groups felt "watered down" the original contract compliance regulations. He stated that for the purposes of this discussion, he would deal only with the law as it became effective on May 17, 1976.

Mr. Hopkins explained that before the Office of Federal Contract Compliance became responsible for its implementation, the Affirmative Action Act was handled by another division in the Department of Labor which had other responsibilities as well. However, OFCCP was now in the process of training a staff whose sole responsibility would be to administer Affirmative Action.

Mr. Hopkins cautioned against thinking that Affirmative Action would result in immediate changes in the hiring practices of business and industry. "My experience with social/economic legislation is that it moves in evolutionary fashion," Mr. Hopkins stated. "But if you want to speed up that process, your advocacy groups had better get involved." He stated that at the present time, the division investigates a situation only if there had been a complaint. Unlike other programs, there was no provision for the staff, as a matter of course, to review the compliance practices of business and industry. Insufficient staffing also prevented this function. Mr. Hopkins stated that the New York and the New Jersey Human Rights Commissions had received approximately 700 and 1000 complaints, respectively, while his office had received only 50 to 60 for all the states and territories under his jurisdiction. These figures, he explained, indicated

OFCCP was not reaching the people it was supposed to be protecting. He believed, however, that as the staff increased both in numbers and in experience, the law would become more effective.

THELMA SCHMONES, Chief,
Facilities Projects, Manpower Development,
Rehabilitation Services Administration

Thelma Schmones, Chief of Facilities Projects of Manpower Development, stated that her remarks would primarily concern the role the regional office of the Rehabilitation Services Administration (RSA) played in administering the Rehabilitation Act of 1973 as amended and extended until June 1978. Under this act, the regional RSA had been removed from the Social and Rehabilitation Services which was "basically the arm of HEW that is responsible for the welfare programs," and was now in the Office of Human Development. The Office of Human Development, she explained, was responsible for Rehabilitation Services, the Office of the Aging, the Office of Child Development, the Office of Native Americans, the Office of the Handicapped and Developmental Disabilities -- in essence, "the vulnerable population of our country." She described RSA's two major functions: 1) to administer the provisions of the Rehabilitation Act of 1973 as amended; and, 2) "to act as advocate within the establishment, amongst our colleagues within HEW and other federal agencies."

To be eligible for the services of RSA, Ms. Schmones stated that a person must fall within the parameter of the following definition in the Rehabilitation Act:

> "A handicapped individual has a physical or mental disability which for such individual constitutes or results in a substantial handicap to employment, and who can reasonably be expected to benefit in terms of employability from the provision of vocational rehabilitation services, or for whom an extended evaluation of rehabilitation potential is necessary for the purpose of determining whether he might be reasonably expected to benefit in terms of employability from the provision of vocational rehabilitation services."

The major emphasis of the Rehabilitation Act was to provide services to the severely disabled, but she noted there was still much discussion over the Act's definition of "severe disabilities":

> "A severely handicapped individual means a handicapped individual who has a severe physical or mental disability which seriously limits his functional capacities (mobility, communication, self-care, self-direction, work tolerance, or work skills) in terms of employability, and whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time, and who has one or more physical or mental disabilities resulting from amputation, arthritis, blindness, cancer, cerebral palsy, cystic fibrosis, deafness, heart disease, hemophilia, respiratory or pulmonary disfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, muscular skeletal disorders, neurological disorders including stroke and epilepsy, paraplegia, quadriplegia and other spinal cord conditions, sickle cell anemia, and end-stage renal disease or another disability or combination of disabilities determined on the basis of an evaluation of rehabilitation potential to cause comparable substantial functional limitations."

Ms. Schmones stated, however, that these definitions did give a good idea of the range of activities and the array of specialists needed to evaluate the eligibility of individuals and to provide many different kinds of services.

In the past, she explained, RSA had been more involved with a medical diagnostic approach toward disabilities. With the additional services called for by the new act, she stated, "unfortunately we have tremendous authority, but not enough of the financial resources to help meet all the needs of all the people who might be eligible for them. In all honesty, I can say that each year, we serve only about ten percent of that population." RSA has within its authority the ability "to provide grants to universities for the training of professionals in the field, some faculty and traineeship support, mostly at the graduate level in the field of rehabilitation counseling, occupational therapy, physical therapy, physical medicine, psychology, facility administration, speech and hearing, etc." The Act also provided for the training of currently employed rehabilitation personnel in new techniques for regional short-term training grants related to specific issues that cut across entire regions. RSA was also given the authority to dispense research and demonstration grants. (As one example of an RSA-sponsored project, she cited the continuing education program in the Rehabilitation Counseling Program at SUNY in Buffalo which provided ongoing training for Vocational Rehabilitation personnel.)

Ms. Schmones discussed those Sections (501, 502, 503, and 504, Title V, "Miscellaneous,") of the Rehabilitation Act which related to Affirmative Action and job placement. Section 501 was concerned with providing federal employment opportunities for the disabled through the United States Civil Service Commission. Under Section 502, the Architectural and Transportation Compliance Board was created to oversee the removal of architectural barriers and provide transportation services. Section 503 related to the Office of Federal Contract Compliance, which would administer the Affirmative Action Law by investigating complaints -- which disabled individuals initiated in writing -- against federal contractors. Ms. Schmones stated that the advocacy function of RSA came into focus at this point because it would try to settle the problem before the situation got to the complaint stage. She stated, "RSA-supported organizations have the responsibility to provide rehabilitation training for disabled individuals in order to help them qualify to perform specific jobs. When a disabled person looks for a job and is rejected, or if a conflict arises between an employer and an employee, RSA will attempt to send in a rehabilitation counselor to negotiate the problem area." This assistance from RSA did not prevent an individual from taking his or her complaint directly to the Office of Federal Contract Compliance Programs (OFCCP), but she believed that the intervention of the rehabilitation counselor in employee-employer disputes during the early stages benefited both parties and fostered good relationships.

She explained that RSA was involved to some extent with every governmental agency, or division within an agency, which administered or provided services to the disabled. RSA had the responsibility for administering all phases of the Rehabilitation Act, except those sections, such as #504, #402, and #503, which could be more appropriately and efficiently administered by other departments. For example, while RSA was not responsible for investigating compliance complaints, it nevertheless would work closely with the OFCCP staff, so that in effect, a continuum existed to eliminate the overlapping of functions. Ms. Schmones stated, "We have a close working relationship with Mr. Hopkins and his staff and other federal agencies which have, in many instances now, legislation which includes the phrase somewhere along the way which says 'handicapped.'"

She stated that the first legislation on rehabilitation was written in 1920 after the First World War in an effort to aid the disabled veteran. Each piece of legislation since that time brought additional populations of the disabled to RSA and provided new services. Ms. Schmones stated that the act itself was referred to as "enabling legislation," which meant, "it permits us to provide almost any service, reasonably connected with employment or helping handicapped individuals become employed. What we don't have is enough appropriations to go with all sections of the act."

Section 504 expanded the civil rights amendment to include the handicapped as well as other minority groups. Administered by the Office of Civil Rights in the Department of Health, Education and Welfare, it covered the disabled individual's access to employment, housing, education, public accommodations such as recreation facilities, and involved many elements calling for the removal of barriers that prevented access by handicapped individuals to those areas. This section affected all grantees of the federal governments, including universities, hospitals, rehabilitation facilities, schools, and foundations.

With respect to Affirmative Action, Ms. Schmones explained RSA's relationships with industry and disabled client:

> The position that we have generally taken is that the rehabilitation community per se is not in an adversary relationship with industry. We are not in the position, nor have we ever been in the position, where we want to go to report people. We have a responsibility to our clients to tell them what the process is and we can encourage them to do it. Our relationship with industry has been one of mutual respect throughout the years, and we hope to continue it. We accept the fact that industry is in business to make a profit, and if they don't make that profit, they won't exist, so we really will not have accomplished something by trying to place disabilities rather than abilities.

She stated that the primary concern and responsibility of RSA was to provide services that would result in the placement of qualified disabled people on jobs. A facet of that function was to educate the employer in industry to "understand and not be afraid to work with handicapped people -- we want to be someone they can turn to to get clarification and support from throughout that employee's time in that firm." As an example of this function she cited the RSA-sponsored Regional Rehabilitation Research

Institute at the Columbia School of Social Work, which worked with disabled employees and the labor unions to direct employees who became disabled to places where they could get help and also helped employers save a disabled person's job by modifying it or reassigning that person when he or she returned to work.

HARRY ANDERSON, Regional Director, New York State Division of Human Rights

Mr. Harry Anderson, Regional Director of the Division of Human Rights in New York State, provided a brief history of the Flynn Act and discussed the responsibility of the state in ensuring the rights of the disabled in employment. He stated that in enforcing the "Human Rights Law," originally called the "Law Against Discrimination," this division had jurisdiction in the areas of: 1) employment, 2) housing, and 3) public accommodations. In addition to disabilities, the law covered age, sex, race, creed, color, national origin, and marital status. The disability provisions of the State Human Rights Law were known specifically as the Flynn Act, which became effective in the fall of 1974.

Mr. Anderson stated that when his division was given the responsibility for enforcing the Flynn Act, there was no one on the staff who had direct professional experience in dealing with problems related to disabilities; however, the division did have specialists in the areas of housing, public accommodations, and employment. When the Flynn Act became effective, a task force of agency staff members was appointed which included an attorney who had some expertise in workmen's compensation and a woman who was totally blind. The purpose of this task force was to prepare the division to handle complaints immediately when the law became effective.

Mr. Anderson stated that his agency received seven to eight hundred complaints each year based on disability, and that these complaints were processed in offices in Buffalo, Syracuse, Rochester, Albany, White Plains, Long Island, and New York City. A number of these complaints had gone to a public or administrative hearing. Mr. Anderson then explained his agency's procedures for handling complaints.

PART THREE

CONCLUSIONS

GROUP SUMMARIES -- A.M.

Introduction. As stated in the Background to the May Conference (Part Two of this report), all conferees were randomly distributed into four groups to discuss the topic, "Job Development/Job Placement: Who? What? When? How?" Primarily the groups responded to issues raised during the presentations of Panels I and II. The moderators for these groups were: Group A -- Maxine Wineapple and Jack Jaffe; Group B -- Rosalind Zuger; Group C -- Max Frielich and Bert Flugman; Group D -- Marilyn Dunn and Eugene Rimberg. In addition to an outline of the issues, these summaries also provide conferees' recommendations for general program development and specific strategies for implementing change within the community college system which could better meet the needs of the disabled.

GROUP A

Summary by Jack Jaffe
Co-Group Discussion Leader

The group discussed several issues stimulated by the morning presentation of disabled students, along with their own experiences. The topics discussed included on-campus student-teacher issues, job-placement and job-finding activities, pre-college career development, and post-graduation employment experiences.

Student-Teacher Issues

The group discussed the stereotypes and prejudices of some instructors toward the disabled. Of primary concern to the group was the sensitizing of college faculty to the needs of students with disabilities, the emphasis on "No special privileges, but special needs."

Two extreme reactions of some faculty toward the disabled were identified: 1) "Keep 'em out" (e.g., out of my class or even out of my school) and 2) "Let 'em get away with anything" (e.g., ignoring cutting, lowering academic standards). The former blatant discrimination and the latter patronizing or "coddling" approach were viewed by group members as harmful to disabled students.

The tendency of some instructors, occasionally abetted by counselors, was not to handle matters directly with the disabled student. Examples were cited when instructors would contact the counselor (e.g., concerning the student's cutting classes or missing exams) and expect the counselor to handle the situation. The group consensus was that the instructor speak directly to the disabled student, as he would to a non-disabled student. The counselor, if he intervenes, over-protects the student in numerous situations. The instructor should directly approach the student or, in the reverse situation, the student should directly take the initiative about his personal concern and directly approach the teacher.

To develop favorable faculty attitudes and behavior, the group recommended faculty workshops as well as other types of educational programs to help sensitize faculty to the needs of disabled students.

Job Placement

The discussion of on-campus issues: developing faculty acceptance of the disabled, no special privileges but special needs, the disabled becoming his/her own advocate were seen in the perspective of contributing to the development of skills and assertiveness that would later contribute to more successful job-finding.

"Getting a job is a teachable skill" was an opinion expressed by one group member that received considerable support from others. These teachable skills included the following:

- finding job leads
- selling oneself in the job interview (including making the interviewer feel comfortable)
- having undergraduate preparation that results in marketable skills
- evaluating the student to help him/her identify skills and interests
- learning not to be destroyed by rejection and unsuccessful job-hunting

Preparation for these skills was seen as a necessary part of the college experience for disabled students. Methods to accomplish these goals included career education workshops (both credit and non-credit), job internships (e.g., such as those at LaGuardia CC), films, symposia, etc. Student group members expressed the need for more counseling and voluntary job experiences. Also described as effective were role playing job interviews (with videotape feedback) and resume preparation.

The group expressed interest in a research study in which a full-time program of group techniques were used to develop the job-finding skills of unemployed persons which resulted in 90% of the participants finding jobs compared to 55% of the control group.* Although the persons were not disabled, the implications of a job-finding program for the disabled using these techniques aroused group interest.

A myth criticized by the group was the expectation that the disabled were workhorses and expected to be better and harder workers than the non-disabled.

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*Azrin, N.H. et al, "Job-Finding Club in Group Assisted Programs for Obtaining Employment," Behavior Research and Therapy, 13, 1975, 17-27.

Pre-College Career Development Issues

The groups expressed the need for the career education of the disabled to start when they were children, with the participation of the parents, schools and other agencies. Special education, the rehabilitation agencies, and the parents of the disabled were viewed as being able to do much more in contributing to the career development of the disabled. An early and continuous emphasis on career development was seen as contributing to later successful career development.

Post-College Issues

The group discussed the importance of obtaining data about the job-finding and job-holding experiences of students after graduation was discussed. Such analyses of the outcome of occupational training programs was seen as vital to assess their effects and making them more successful.

GROUP B

Summary by Rosalind Zuger
Group Discussion Leader

The point of departure for this group was the discussion by the panel of students and professionals held immediately prior. During the course of that discussion several points highlighted the session, which made an impact on the listeners. Firstly, it was clearly stated that, in spite of the ever-present lack of understanding and sensitivity on the part of the non-disabled community towards the disabled, attitude is a two-way street. Responsibility lies with the disabled themselves to shatter stereotyping and replace it by projecting a better image and by sensitization. Carrying a chip on one's shoulder is counter-productive. Secondly, disabled people have a responsibility to meet the public half-way, to help them feel more comfortable with disability through explanation and education, perhaps on a one-to-one basis.

At the same time two additional points were emphatically expressed -- 1) college faculties and administrations as well as the community at large must understand that disabled people seek special needs, not special privileges, and 2) when a non-disabled person excels, credit is given to the person -- when a disabled person excels, credit is attributed to the disability, not the person!

"Too bad nobody from industry was present at the discussion" was the opening statement of the group, "it would have had quite an impact on employers." It was also regretted that parents and OVR staff were not present.

Since disabled students are more a part of the mainstream than ever before and have become more articulate on their own behalf, the adequacy of college counselors' expertise was called into question -- "Can the non-disabled counselor really understand the disabled student and provide special counseling?" Or, "Does it take a counselor with a disability to understand the needs of the disabled student?" It was the concensus that a good counselor is a good counselor, regardless of the presence or absence of disability. At the same time, it was pointed out that not all disabled people are sensitive to other disabled people. Further, since disabled students will be entering a non-disabled world, working with and relating to a non-disabled person provide an experience in reality. The measure of a successful counselor, it was suggested, is persistence to see a problem through. All too often counselors have a tendency to refer a problem elsewhere rather than "stick with it," working with and for the student until the problem has been solved.

Moving towards the world outside the college campus, the relevancy of the college curricula to the labor market was addressed. Historically, community colleges were established to provide and meet the needs of their communities, but in the opinion of some, these colleges are not doing their job that well. Business and industry representatives on the College Advisory Boards should have more effective in-put and closer contact with the colleges. IRDOE, on the other hand, was praised for providing closer ties between town and gown, between industry and college programs, and particularly between industry and disabled students.

Some colleges have placement specialists who provide counselors and faculty with in-put on labor market information such as trends, projections, new occupations and their training requirements. However, with the world becoming more complicated and economic cycles failing to follow expected patterns, the need for Jeanne Dixon rather than Herb Bienstock was promulgated. Indeed, counselors were warned to use studies and surveys very carefully and cautiously, and to be wary of people who project beyond one week!

What methods do the colleges utilize to prepare students for employment interviews? Videotape and playback of mock interviews are essentially the major techniques used. In a few colleges employers sometimes participate in these mock interviews, and if the sessions prove to be worthwhile, they are viewed by the whole class. One college has developed two additional components-- a "see yourself" series wherein a seven-minute interview of a student is conducted by a company representative and played back, and "you the interviewer" series in which a student acts as employer conducting an interview. The interview is then viewed by the whole class with an employer present. The selection of the candidate is then decided by the class and the employer respectively.

When issues such as insurance premiums vis-a-vis a disabled person are raised by employers in interviews, how should placement candidates cope with them? It was pointed out that this should have been dealt with by the counselor or placement director prior to the interview. On the other hand, if disabled students apply for positions on their own without any prior employer preparation, the applicants then have to gain experience from each interview. They also need to learn how to provide employers with information to counter such myths as "hiring disabled people means increased insurance premiums, more absenteeism, lateness and accidents."

Recommendations of the group;

I. Employers, parents, and counselors, supervisors, and senior staff members of OVR be present at seminars and week-end workshops.

II. Counselors should be wary of long-term labor market projections and economic trends.

III. Community College Advisory Boards should be more involved and active, and thereby more effective in helping the colleges fulfill their role to service and meet the needs of their communities.

IV. Students should be provided with more information on employment issues, such as insurance premiums, in order to cope adequately with interviews.

GROUP C

Summary by Max Frielich
Co-Group Discussion Leader

The morning session began with a review by group members of their placement experience. The wide diversity of backgrounds was evident to all. How well members are able to communicate their feelings about their ability to assist clients in placement was reflected in the opening statements.

Campus experience indicates that many faculty members lack knowledge about the job seeking needs of all students. The fact that most desire to help but lack specific techniques was well illustrated. Out of fear of making errors many left the task unfulfilled. A reoccurring theme was that the underlying attitude among educators toward students with special needs must undergo change. The type of training plans required for those students must focus on individual goals as well as evaluated physical capacities.

The financial burden students face in attempting to work must be explored. The cost of attendant care, transportation, parking, adaptive aids, etc., were cited as a few of the unique problems this population must overcome before they start the job seeking activity. A recent tax ruling was cited in which a wheelchair-bound worker deducted all his travel and automobile expenses related to going to work as a medical deduction. The ruling in his behalf was not a class action but clearly showed the way that others can take advantage of tax rulings.

In reflecting on the theme of the conference, self-awareness was stressed. We must muster our forces to change professional attitudes about handicapped people. This can best be accomplished by focusing on student skills. Some specific process strategies were offered by the team members:

1. Individualize goals for students which reflect both academic capabilities and physical capacities.

2. Create awareness week programs on each campus.

3. Establish a system wherein student special needs are identified in a supportive manner rather than a paternalistic one.

4. Establish job seeking workshops which:

   a. Expose all students to occupational information.
   b. Explore local industry and government.
   c. Utilize labor market forecasts.
   d. Interview techniques.
   e. Advise on resume writing.
   f. Counsel about post-graduate follow-up.

5. Specific techniques to follow in job seeking skill development were:

   a. Interview techniques, through role play, video tape, and the use of professional personnel people.
   b. Resume writing workshops.
   c. Market survey and developed source of labor market material.
   d. Resource files in college library.

Many students have limited knowledge of specific characteristics of a job. As part of the job seeking program they should be assisted to review a job by using the Dictionary of Occupational Titles (D.O.T.) published by the U.S. Department of Labor, sold through the Superintendent of Documents, U.S. Government Printing Office. This publication describes the characteristics of specific positions. This will provide similarities to other listed positions.

All of the colleges represented at the conference have advisory boards which can be utilized to expand the job seeking skills of students. Individual members represent the diversity of occupations in the surrounding community and they are the source of local information. Through expansion of this technique a secondary gain may be realized, which is a cooperative work experience. Our experience in behalf of the special needs of students has indicated that most have no previous work history and have a limited knowledge of the role they are expected to fill. The Advisory Board as well as other interested individuals also serve as the means of access to visits to potential work locations. One suggestion which was offered was that a video tape, using hand held cameras, also be employed to build a permanent file of plant and industrial visits. These visits should be part of a credit granting course for all students. The final reports then can be added to the permanent file. The reports should contain a description of the facilities and list the type of accommodations which can serve a handicapped worker (i.e., ramps, parking area assigned wheelchair users, lavatory access, etc.).

An area not to be discounted is the campus itself. Students can be assigned work study tasks which can be evaluated by the professional staff for potential use of post-graduate placement. The reports, which these job placement activities are based on are planned to assist other students as well, therefore use a standardized format in their final report presentation.

Vocational assessment tests are available in the guidance office which will enable the student to review his/her goals. Another test source which can be utilized is the U.S. Labor Department which administers the General Aptitude Test Battery (GATB) in local employment offices. This information will enable the individual student to begin to assign specific interest and skills to a life style.

Attitudes which reflect two way interchange between students and the interviewer, can be enhanced if the student is taught to put the interviewer at ease. Advise students to help the interviewer overcome the uneasiness toward the physical condition by openly dealing with the coping technique they have developed. If they use adaptive equipment which enables them to complete work tasks have them bring the equipment or state what techniques they use.

GROUP D

Summary by Eugene Rimberg
Co-Group Discussion Leader

Objectives:

1. Relate to our jobs that which we heard the student panel discuss this morning.

2. Learn from one another regarding job placement experiences.

Description of Group

Majority of participants were concerned with the adjustment (socially, psychologically, and adaptively) of the disabled student while on campus. A percentage of participants were at the conference for the first time and had had no contacts with disabled students nor placement experience.

Discussion Outcomes -- The Socialization Process

The campus is a microcosm of the world "out there" to which the student has to adjust. His campus adjustment can lead to job adjustment.

One of the difficulties of socialization is that the disabled student also has to reach out to others. He can't just wait for others to come to him.

People who are not disabled don't know how to respond to the disabled -- this is also a barrier to socialization.

Courses in career planning can help the disabled student prepare for the working world by training him how to get his own job.

You have to help the student find himself before you can help him find a job.

The college has to sensitize its outlying community that its handicapped students are human just like everyone else.

A lot of the adjustment problems we identify in the disabled are equally true for the non-disabled. They have a common focus with humanity.

The professional should not use job-seeking skills training of the disabled as a "cop out" for avoiding direct contact with the employer where necessary.

The professional on the campus should be concerned with how much the student can do on his own in seeking a job as well as to provide direct job seeking assistance where needed.

Monday A.M. Workshop

The discomfort employers feel in dealing with the handicapped can be overcome by giving them direct contact with this population.

One way to help the handicapped to make it in the world "out there" is to expose them to the world "out there," to stop sheltering them.

The sensitivities of the employer must also be considered: they must also be the "clients" of the placement specialist. Employers have real concerns about productivity, for example.

Don't expect the employer to figure out what the client can do -- be prepared to tell the employer what the client has to offer.

GROUP SUMMARIES -- P.M.

Introduction. The afternoon workshops consisted of four discussion groups. In order to provide participants with new people with whom to interact, groups differed in composition from those which met in the morning. The groups were asked to use a problem-solving approach to the topic, "The Community College -- An Introspective Look: Where We Were, Where We Are, Where We Should Be," which panelists had explored earlier. The moderators for these groups were: Group A -- Jack Jaffe and Rosalind Zuger; Group B -- Max Frielich; Group C -- Bert Flugman and Eugene Rimberg; and Group D -- Marilyn Dunn and Maxine Wineapple.

GROUP A

Summary by Jack Jaffe
Co-Group Discussion Leader

The group's discussion encompassed three major areas:

1) The disabled students' and the community colleges' relationships with the New York State Office of Vocational Rehabilitation,

2) the relationship between the disabled students and college instructors, and

3) student-student relationships (between the non-disabled and the disabled; the disabled among themselves).

Relationships with OVR

Group members discussed the OVR's requirement that disabled students have to select a vocational goal in order to have OVR financial support for their college education. Criticism was expressed that disabled students had to make such choices, especially when these choices had to be made when students were not ready for such choices, making them forced and sometimes haphazard. As forcefully expressed by one participant, "Why does a handicapped student have to have a goal when a non-handicapped students does not?" Another participant was critical of OVR not accepting liberal arts as a major -- even as an exploratory objective -- although some employers have expressed their interest in hiring liberal arts majors. Other participants reminded the group that OVR funds are legally mandated for vocational training, not general education or exploration; OVR was carrying out its legislated obligations and should not be criticized for its role.

Since the focus of the workshop was problem-solving, the participants suggested the following to improve relationships with the OVR: the development of personal relationships between OVR and the Commission for the Visually Handicapped counselors, in which the student is made the focus of concern; realistic recognition of OVR requirements; avoidance of stereotyping OVR counselors; inviting OVR counselors to visit the campus to better understand what is happening there; giving OVR counselors the opportunity to express their viewpoints and sensitively negotiate issues of mutual concern.

Relationship Between the Disabled Students and College Instructors

While articulate disabled students can effectively express their needs to instructors, other disabled students were not as articulate and were relatively ineffective. Although the group agreed that whenever possible students should be their own spokesmen/women, instances of the need for counselor intervention were cited. For example, some students tell their counselors that their requests or suggestions were turned down by instructors. When the counselor investigates the situation, the counselor may find that the request was not clearly made to the instructor. Group members identified as a major problem that of test-taking when disabled students are unable to take tests in the reguair manner or need longer time. Some faculty are reluctant to permit their tests to be given outside of the regularly scheduled time or in the presence of others (e.g., a reader for a blind student).

Other problems concerned requesting an instructor to face the class when lecturing for the benefit of a hearing impaired student. Another was obtaining instructor permission for a blind student to tape record the lecture.

Several solutions were proposed by group members. Regarding test-taking, the proposals included the following: the faculty member giving the test in his office during his office hours, permitting reliable readers to give the test (e.g., volunteer students, secretaries or administrators); special arrangements in the testing room (e.g., some visually impaired students may be able to read the test themselves if there is sufficient lighting); innovative testing techniques (e.g., one instructor tape-recorded his test, even leaving a blank space for the student response). To resolve both test-taking issues and classroom presentation techniques, group members stressed the importance of personally approaching the instructor -- preferably by the student or when the instructor was especially resistant, by the counselor. Several participants described their experiences of faculty cooperation and inventive ideas.

Relationships Among Students

Student organizations for the disabled were described by group members as an effective way for disabled students to make their needs known on campus and to develop more favorable attitudes. Some clubs are fully integrated with both disabled and non-disabled members. One participant mentioned the existence of disunity among the disabled, even with infighting rather than uniting. A specific disability group may actively campaign over a single issue (e.g., a ramp for wheelchairs) but then become inactive after their concern is resolved. One speaker made the point that why should the disabled be expected to be different from any other group. The disabled are not homogeneous, either in terms of being organizational activitists or being necessarily concerned with the problems of another disability group. The discussion concluded on the hopeful note that students tend to unite on vital issues.

GROUP B

Summary by Max Frielich
Co-Group Discussion Leader

The problem-solving workshop focused on techniques used by various colleges. The types of problems offered by the group members were stated as local concerns; the group concluded that they were universal in implication.

Students requiring housing faced the difficult task of locating in buildings which had limited facilities adapted for their needs. They also were being exposed to independent living for the first time in their lives. One area college responded that they were using older hotels to fill their housing needs. They stated that the solution was not completely suitable as the locations and physical conditions were inadequate.

Another program, designed for visually impaired students, had focused on preparation for public employment. This primary goal of civil service placement has been effected by the cutback in programs and employment restrictions. A solution offered by the group was the development of co-operative programs in the private sector.

The efforts of a college to modify the architectural barriers and negative attitudes was described. Suggestions for action included a community wide awareness week and a community information service. The local media were explored to identify potential students for the college. Field visits to area schools were mentioned which developed local contacts. This led to speaking engagements at meetings of groups. Sports programs were encouraged with area teams where all competed. Many campus activities were restricted to first floor locations or partial use of facilities.

The problem of loss of funding, a complex issue facing all programs, was presented. Some strategies mentioned were the formation of student action groups and direct legislative pressure.

Another problem offered was that of transportation. No clear approach was offered which has been effective.

The developed responses during this work session can be stated as follows:

1. Develop inter-college cooperation with pooled resources and information.
2. Establish a goal orientation philosophy for students and staff.
3. Develop personal contacts in community and industry.
4. Involve parents in process and as source of potential post-educational pursuits.
5. Use off-campus locations as satellite facilities for handicapped students. Industry can provide mini-workshops for students.

6. Bring the advisory board committee into an active role for students. Make the individual member part of the resource.
7. Conduct monthly luncheon meetings with community representatives. Topics of meetings can be your pressing unresolved issues, i.e., facilities, programs, transportation, funding, etc.
8. Make better use of placement office on campus for all students. Don't assume that only the handicapped students and their advisors are concerned about the problem.

GROUP C

Summary by Eugene Rimberg
Co-Group Discussion Leader

Objectives:

1. Introspection.
2. Assessment by each participant of the stage his or her school has reached in the area of job development and placement of the handicapped student.
3. Assessment by each participant of the direction he or she would like to see the school go.
4. Ideally, what resources are needed to get there.

Description of Group.

Many representatives were from campuses whose programs for handicapped students hadn't been implemented. This was in contrast to other participants who were able to discuss accomplishments. There was cross fertilization of ideas.

Outcomes.

Every school should have an individual plan worked out for each student as to how he will enter employment upon completion of studies.

Every school department should show some direct concern for the handicapped student.

Many community colleges do a poor job in placement, generally, for all students. Placement is not a priority of many colleges.

Placement information needs to be shared within the college departments.

Many more placement personnel are needed.

Most counselors for the handicapped are not involved with placement.

Students sometimes even have to find their own work-study jobs.

Vocational career information libraries are more complete than career counseling services, which are usually fragmented as are, frequently, placement services. This is the situation for all students -- not just the disabled.

Community colleges that have established ongoing links with outside rehabilitation and placement agencies -- such as New York State Employment -- are better equipped to assist all students with placement needs.

Monday P.M. Workshop

Directories of who to contact for special student assistance are needed by all schools.

Political on-campus activity by student groups can produce productive results in obtaining improved student services. This includes placement services for the handicapped student.

The relationship between the community and the "community" college is not always good. So the community will not be aware of special student needs. Also, the college may not appreciate the contribution of the handicapped student.

Career services to handicapped students on the campus are at varied stages of development in serving disabled students. Those who have developed extensive services have also benefited from closer community links -- this includes the employer.

GROUP D

Summary by Maxine Wineapple
Co-Group Discussion Leader

Participants in this workshop focused on the role of the college placement officer and spent an inordinate amount of time on the function of the placement counselor in assisting the disabled student versus the able-bodied student in finding employment.

In discussing the role of the placement counselor, one community college defined its responsibility as developing an awareness on the part of employers that handicapped students as well as non-handicapped students should have equal opportunity for employment. Handicapped students are referred to the same available job openings. No special steps are utilized to present, in the most meaningful manner, handicapped students to employers. Their philosophy is to fuse disabled students into the total placement program by providing no special program for them at all. All students receive occupational and vocational information, as well as job seeking skills. Concrete ground rules for placement are established. The emphasis in placement is on the needs of all students, not on the handicapped.

An important issue was raised on the difference between the recognition of special needs and granting special privileges. It was felt that all counselors have a responsibility to shape reality. Examining past performance without looking at the future goals of the person inadvertantly lowers the level of expectations for him. Support services are necessary to create an opportunity where people can begin to actualize their capabilities. There is a need for group work that focuses on self-actualization concepts specifically geared to disabled students. A realistic assessment of abilities, as well as limitations, is important.

Most participants felt that the model should be an integrated approach promoting company interest in and developing employment opportunities for the non-handicappped, which includes the disabled. However, we must face the problem of how to encourage employers to hire the graduate who is disabled and what kind of information would facilitate his employment.

With so little security and help available to disabled graduates in moving from college to work, placement counselors should take an active part in helping to smooth the transition. They should serve as an inherent part of the linkage system between college and work. They must be active developers of job information and participants in the job seeking process. Two important aspects include development of practical knowledge about local employment opportunities and the encouragement of realistic, objective hiring criteria by employers.

The approach to employers calls for persuasion through education. The placement counselor can supply fresh ideas of new and better ways for employers to view their hiring standards.

The only true measure of the effectiveness of a worker is his performance on the job. Yet in many cases, management does not know whether the hiring standards used are effective in selecting the best applicant because the standards are rarely validated in relation to job performance.

Most hiring standards are screening procedures. They are designed to select from the applicants a group of people with a high probability of successful performances on the job.

There are employers who perceive a disabled person as being ill. The issue was raised that employers believe that hiring a disabled person will increase their insurance premiums, absenteeism for health reasons, and tardiness. In addition, they are concerned about accidents, job turnover and the effect on employee morale. The factors represent economic loss to the company and reveal the employers' prejudices.

The placement officer can destroy this myth by proving that disabled employees compare very favorably with their able-bodied employees in productivity, punctuality, absenteeism and stable employment. Insurance rates are based on groups rather than individuals. Therefore, hiring the disabled does not affect insurance rates.

Often a disabled person is qualified for a job but environmental barriers may intervene. It is the placement officer's responsibility to try to remove these barriers, if possible, and equalize opportunities for the handicapped. Employers should be made aware that the Office of Vocational Rehabilitation may finance structural modifications and special equipment to accommodate a disabled employee.

Questions were raised on the success of the community colleges with the special hiring practices and programs that the city, state, and federal civil services provide for the disabled. The consensus was that all placement officers have had little or no success with employment in this program.

There was general agreement at this workshop that the disabled person must be properly prepared, trained and qualified for the labor market. Having adequate credentials is important toward providing self-confidence in the potential employee.

The placement officer should become familiar with the industrial composition of his area and the job opportunities available to his students. The linkage effort will require him to know and be known to the Employment Service personnel, employers and trade union leaders.

By doing the spade work to make the interview practical and helpful, the counselor will demonstrate his personal commitment to help disabled students make the transition from college to the world of work. The information collected will have been practical and helpful.

The degree of confidence with which the college counselor represents the disabled student to an employer is critical. It is important to represent a potential employee with pride and a strong belief in his ability to perform the job well. This approach often receives a positive response and a new awareness on the part of the employer.

Counselors should take upon themselves the assignment of information developers. A rundown of local employer hiring requirements can offer a more realistic job-hunt strategy to disabled students.

Counselors must persuade employers that rational business practice requires an examination of the job as well as of the applicant.

If placement counselors are to provide every possible assistance to the disabled, they must persuade "gate keepers" of our society to open wide the gates of employment opportunity.

APPENDIX A

A COMPREHENSIVE LIST OF PARTICIPATING COMMUNITY COLLEGES*

Bronx Community College - Bronx

Columbia-Greene Community College - Hudson

Dutchess Community College - Poughkeepsie

Erie Community College - Buffalo

Fashion Institute of Technology - Manhattan

Genesee Community College - Batavia

Herkimer County Community College - Herkimer

Hostos Community College - Bronx

Hudson Valley Community College - Troy

Kingsborough Community College - Brooklyn

La Guardia Community College - Long Island City

Manhattan Community College - Manhattan

Mohawk Valley Community College - Utica

Monroe Community College - Rochester

Nassau Community College - Garden City

New York City Community College - Brooklyn

Niagara County Community College - Sanborn

Orange County Community College - Middletown

Queensborough Community College - Bayside

Rockland County Community College - Suffern

Schenectady County Community College - Schenectady

Staten Island Community College - Staten Island

Suffolk County Community College - Selden

Sullivan County Community College - Loch Sheldrake

SUNY Agricultural and Technical College - Canton

SUNY Agricultural and Technical College - Cobleskill

SUNY Agricultural and Technical College - Delhi

SUNY Agricultural and Technical College - Farmingdale

Tompkins-Cortland Community College - Dryden

Ulster County Community College - Stone Ridge

Westchester Community College - Valhalla

Harriman College - Harriman

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*This list includes all New York State community colleges which have sent representatives to at least one of the workshops (December 1974 and January 1976) or conferences (May 1974, June 1975, and May 1976) of the project, "Responding to the Needs of the Handicapped."

APPENDIX B

COMMUNITY COLLEGE CONFERENCE

IMPLEMENTATION OF STRATEGIES--JOB PLACEMENT

GRANIT HOTEL--JANUARY 11th - 13th, 1976

SESSION I

SUNDAY EVENING

8PM

--OPEN SESSION:

A. WARM UP--Historical Review

B. WHERE WE ARE

C. CHANGING CAMPUS POSTURES

1. attitudes
2. behaviors
3. policies
4. physical modifications
5. student input
6. community actions

D. FILMS: "Taking a Chance", "To Live On"

--OPEN DISCUSSION: THE GROUP (personal statements rather than school positions)

SESSION II

MONDAY

9:30 AM

--THE INCOMING STUDENT: ADMISSION/ORIENTATION--THE FIRST THREE MONTHS

A. TOPIC INTRODUCTION: Maxine Wineapple

B. THEME: How should placement office relate to goals, directions, intentions of the incoming disabled student?

(Please go to designated workshop area)

C. WORKSHOP ACTIVITY: Discuss relationship between placement office and counselors, faculty and administration. Placement involvement on Admissions and Orientation procedures--Discussion of sensitization and attitude change of placement personnel.

D. WORKSHOP OUTCOMES: Strategies for the placement office response to the incoming disabled student on campus.

SESSION III
MONDAY AFTERNOON
2PM

--FEEDBACK OF SESSION II

A. TOPIC INTRODUCTION: Harvey Honig

B. THEME: ON-CAMPUS SUPPORT--needs, directions as related to placement.

(Please go to designated workshop area)

C. WORKSHOP ACTIVITY: Discuss role of placement prior to six months before graduation--work-study, on-the-job training, cooperative learning experience, summer and part-time job developments, interviews, contacts, futuring.

D. WORKSHOP OUTCOMES: Placement office strategies for on-campus support of the disabled.

SESSION IV
MONDAY EVENING
8PM

--FEEDBACK OF SESSION III

A. TOPIC INTRODUCTION: Max Frielich

B. THEME: Job placement activities during the final semester.

(Please go to designated workshop area)

C. WORKSHOP ACTIVITY: Discuss job information delivery system, job development, exploratory visits, assessment of part-time and/or summer work experiences, special procedures, followup, etc.

D. WORKSHOP OUTCOMES: Strategies for getting the trained disabled student placed.

SESSION V
TUESDAY
9:30 AM

--FEEDBACK OF SESSION IV

A. TOPIC INTRODUCTION

B. THEME: Building a network for services, activities and resources--the consortium approach.

C. WORKSHOP ACTIVITY: Discussion--assessing needs, cooperative planning, relationship to IRDOE, etc.

D. WORKSHOP OUTCOMES: Strategies for the development of an effective capacity building consortium/network.

E. CONFERENCE SUMMARY

APPENDIX C

COMMUNITY COLLEGES WHICH PARTICIPATED AT THE MAY 2-3, 1976 CONFERENCE, GRANIT HOTEL, KERHONKSON, NEW YORK

Dutchess Community College - Poughkeepsie
Fashion Institute of Technology - Manhattan
Genesee Community College - Batavia
Herkimer County Community College - Herkimer
Hostos Community College - Bronx
Hudson Valley Community College - Troy
Kingsborough Community College - Brooklyn
La Guardia Community College - Long Island City
Manhattan Community College - Manhattan
Monroe Community College - Rochester
Nassau Community College - Garden City
New York City Community College - Brooklyn
Niagara County Community College - Sanborn
Orange County Community College - Middletown
Queensborough Community College - Bayside
Schenectady County Community College - Schenectady
Sullivan County Community College - Loch Sheldrake
SUNY Agricultural and Technical College - Cobleskill
SUNY Agricultural and Technical College - Delhi
Tompkins-Cortland Community College - Dryden
Ulster County Community College - Stone Ridge
Westchester Community College - Valhalla
Harriman College - Harriman